

EMPLOYEE CONTRACTUAL AGREEMENT

Between

St. Helena Unified School District Board of Trustees

And

California School Employees Association #287



July 1, 2022 to June 30, 2025

Ratified by CSEA: August 9, 2022

Approved by the SHUSD Board of Trustees: August 18, 2022

**Tentative Agreement
Saint Helena Unified School District
and
California School Employees Association and its St. Helena Chapter 287
Successor Negotiations
July 1, 2022 – June 30, 2025**

Legend: Proposed deletions are shown using a ~~strike through~~ font.- The proposed new language is shown in **bold** font.

ARTICLE	ACTION	LANGUAGE
Article I - Agreement		
1.2	Change	The term of this agreement shall be from July 1, 2019 , July 1, 2022 , through June 30, 2022 , June 30, 2025 .
Article II- Recognition		
2.1	Change	Modify to include new technology positions, school bus driver, district driver, transportation assistant; eliminate community liaison and education technology specialist.
Article III - Definitions		
3.6	Change	PROBATIONARY EMPLOYEE: An employee shall be considered as probationary during his/her first ten (10) six (6) months of employment and during the first ten (10) six (6) months of a promotional situation.
Article VI– Association Rights		
6.7.1	Change	If an employee must take time away from his/her designated work-day to attend local Association meetings, that time shall be preapproved in writing with the immediate supervisor on a designated form and made up in consultation with the employee's supervisor on the same day or within five (5) working days, if possible.
Article VIII– Leaves of Absence		
8.1.1	Change	If a unit member is unable to attend work, the unit member is required to call into the automated absence system at least two hours prior to the start of the school day in advance of the start of the unit member's schedule. Night custodians must notify their supervisor and call in their absence four hours prior to the start of their shift. If the absence is for a specific length of time, the District Office shall be notified by 4:00 p.m. on the day before the

		unit member expects to return to duty, so that notice can be given to the substitute that the substitute is no longer needed.	
8.10.1	Change	If, after using all accumulated sick leave, vacation, and compensatory time off, a permanent employee continues his/her absence due to illness or injury beyond the employee's available and accumulated sick leave days as described in articles 8.4 and 8.5 above, a permanent employee is entitled to extended sick leave benefits in the amount of fifty percent (50%) of the employee's salary. The benefit shall be available during the period of absence for an additional period of up to a maximum of 100 working days each year.	
8.12	Change	Included as seven (7) of the seven (7) personal necessity leave days allocated to a given employee per school year. will be seven (7) Confidential Days, which allows an employee to take seven (7) days of personal necessity leave for any confidential reason without having to provide a specific reason for the seven (7) days of leave upon return from such leave. Personal necessity requests for more than two (2) consecutive days must have the approval of the Superintendent or designee with the exception of Personal Necessity taken for the reasons outlined in Articles 8.11.1.1 and 8.11.1.2. Personal necessity days cannot be used adjacent to sick leave days or school holidays without the approval of the Superintendent or designee, with the exception of Personal Necessity taken for the reasons outlined in Articles 8.11.1.1 and 8.11.1.2. The Confidential Day may not be taken adjacent to any school holidays. By definition, "adjacent to" will be considered to mean the workday immediately before or after any school holiday or vacation period. The total number of unit members eligible to use a Confidential Personal Necessity Day on a given workday shall not exceed ten percent (10%) of the total number of unit members.	
8.12.1	Change	Personal Necessity, Vacation, or Unpaid Leave shall be used for districtwide minimum days (Friday day prior to winter break, Friday day prior to spring break, and the last day of school) when the unit member elects to not complete their full day of work.	
8.14/8.15	Replace/Add	8.14 Up to seven (7) days per school year out of the sick leave granted to an employee under Article 7.3 of this agreement may be used for reasons of personal necessity (Personal Necessity Leave). 8.14..1 Personal Necessity Leave is noncumulative. 8.15 Personal Necessity Leave shall be limited to circumstances serious in nature that the unit member cannot reasonably be expected to disregard. Absences pursuant to this leave provision normally necessitate the member's immediate physical presence elsewhere and involve matters which cannot be accomplished at any other time.	

8.15.1 Personal Necessity Leave shall not be used for vacation.

8.15.2 The unit member shall not be required to obtain prior approval for Personal Necessity Leave taken for any of the reasons stipulated in Articles 8.11.1.1 and 8.11.1.2.

8.15.3 The following conditions require prior approval from the Chief Academic/Human Resources Officer to use Personal Necessity Leave with the exception of Personal Necessity taken for the reasons outlined in Articles 8.11.1.1 and 8.11.1.2:

8.15.3.1 Personal Necessity Leave used during the first or last three (3) student days at the beginning or at the end of the school year.

8.15.3.2 Personal Necessity Leave used adjacent to a school holiday or vacation period.

8.15.3.3 Personal Necessity Leave requested for more than two (2) consecutive days.

8.15.3.4 The total unit members granted personal necessity leave for a given day shall in no event exceed five percent (5%) of the total number of unit members.

8.15.4 Verification of Personal Necessity Leave: Proof of necessity of the leave shall be submitted to the Superintendent or Chief Academic Human Resources Officer, upon request, when reasonable cause exists to suggest that use of Personal Necessity Leave was in violation of this Article.

8.15.4.1 Personal Necessity Leave used before or after any sick leave usage. This may require medical verification or written explanation of the need for personal necessity usage.

8.15.5 If a pattern of abuse is documented when unit members are taking Personal Necessity/Confidential Leave, the District reserves the right to investigate and discipline the unit member, which may include docked pay, written reprimand, or required notes for absences.

8.17	Delete	Every employee shall be entitled to five (5) workdays upon the death of a spouse or child, domestic partner, parents of the employee, or the spouse's parents. In addition, employees are entitled to three (3) workdays (and if travel of at least 200 miles is required a maximum of five (5) workdays bereavement leave) with full compensation, for death in the immediate family which shall include: *****	
8.17	Replace	Unit members are entitled to a bereavement leave of absence within the academic year that the event occurs, not to exceed three (3) days, or five (5) days if travel beyond two hundred (200) miles round trip is required with verified documentation submitted by the unit member, on account of the death or imminent death of any member of his/her extended family. This leave does not have to be taken in consecutive order. No deduction shall be made from the salary of such unit member nor shall such leave be deducted from leave granted by other sections of this Agreement.	
8.20	Delete	MATERNITY LEAVE: The District shall grant the use of accumulated sick leave to any female employee of the District who is <u>required</u> to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery. The length of the leave of absence, including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the employee and the employee's physician. Verification(s) of all required absence under this policy shall be submitted through the employee's immediate supervisor to the Superintendent by the physician of the employee. It is the responsibility of the employee to submit the required verification(s). Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery are, for all job-related purposes, temporary disabilities and shall be treated as such under the sick leave policy available in connection with employment by this District. Written and unwritten employment policies and practices of this school district shall be applied to disability due to pregnancy or childbirth on temporary disabilities.	

Article X – Evaluation Procedures

10.2.1.1/10.2.2.2	Change	Modify ten (10) month to six (6) month in each article to reflect state law.	
-------------------	--------	--	--

Article XI- Hours and Overtime

11.6	Change	<p>11.6 REST PERIODS: Employees are authorized rest periods under the following conditions:</p> <p>0-3 hours = none; 3-4 hours = 10 minutes; 4-6 hours = 15 minutes; 7 hours = one 10 minute and one 15 minute; 8 hours = two 15 minute.</p> <ul style="list-style-type: none"> • 0 to less than 3 hours = none; • 3, or greater than 3 hours but less than 4 hours = 10 minutes; • 4, or greater than 4 hours but less than 7 hours = 15 minutes; • 7, or greater than 7 but less than 8 hours = one 10 minute and one 15 minute; • 8 hours or more = two 15 minute. 	
11.20	Add	<p>UNIFORM DRESS CODE POLICY: The District shall establish a standard uniform for unit members in custodial, maintenance, grounds, and food services positions by providing five (5) shirts, five (5) pants, and one (1) jacket or hooded sweatshirt for all maintenance, grounds and custodial unit members, and five (5) shirts for all food services unit members. The District shall replace these uniform items after two (2) years of use through an inventory and re-ordering process between the months of August-October of each school year. The District shall provide five (5) shirts, five (5) pants, and one (1) jacket or hooded sweatshirt which establishes a standard uniform for all maintenance and custodial unit members. District shall replace the eleven (11) uniform items after three (3) years of use. In the event of damage to a uniform item caused during the course of performing duties and assignments, uniform items will be replaced upon request on a case-by-case basis. Unit members will be responsible for maintaining the uniform items in a clean and professional manner. The standard uniform issued to unit members is required to be worn during work hours.</p>	
11.20.1		<p>All custodial, maintenance, grounds, and food service unit members shall also be provided with at least one pair of regulation shoes annually through the "Shoes for Crews" program offered by the District's insurance group. If suitable regulation shoes are not available through this program, the District shall reimburse the unit member up to \$100 for the purchase of regulation shoes on an annual basis. District will require proof of purchase and price for regulation shoes.</p>	
Article XIII Holidays			
13.2	Change	Add Juneteenth holiday.	

Article XIV – Vacation Plan

14.3	Change	If the employee has earned vacation days in excess of the days available above, the employee may take those days on a scheduled workday. or elect to carry a maximum of five (5) days to the next work year. Unused vacation days will be paid out in the June 30 payroll unless the employee submits a request in writing to the Business Department to carry over up to five (5) days to the next work year.	
14.5	Change	2. Vacation schedules for the next fiscal year must be requested in writing to the department manager/director between March 15th and April 15th. thirty days prior to the first day of requested vacation leave. 3. Vacations requests requests will be considered based on staffing needs and workload capacity. on a rotating seniority roster basis. Each multiple-day consecutive period up to fifteen (15) days shall be considered as a request for rotation purposes.	

Article XV – Wages and Allowances

15.4.2	Change	Interpretation work for the Individual Education Plan (IEP) meetings, 504 plan meetings, behavioral support, or Student Study Team (SST) meetings will be distributed on a rotation based on-site seniority and availability. Compensation for each individual interpretation will be capped at a maximum of 3 hours per assignment. Any additional time required to complete interpretation beyond 3 hours shall be preapproved by the site administrator.	
15.5	Change	<u>MEDICAL INTERVENTION DIFFERENTIAL:</u> The District pays 8.5% differential to any employee at each site who is designated by the site administrator to provide medical interventions including but not limited to the following: medical, hygiene, and all aspects of toileting, tubular feeding, limited invasive connections, and other application in compliance with medical and legal requirements. Designation by the site administrator will be based on employee ability and completion of specialized training with a licensed health care professional, qualifications, experience, and seniority, with final approval by the Chief Business Official and/or Chief Academic / Human Resources Officer. This differential is not available for employees whose job description includes these functions. Out-of-class pay is awarded to employees who provide short-term or hourly medical intervention as designated and pre-approved by the site administrator.	
15.8.5	Change	Effective July 1, 2016, Members employed in the Network Systems Technician and the IT Systems Analyst Instructional Technology Network Administrator and Instructional Technology System Administrator positions will receive an annual car allowance in the amount of \$400 \$600 per fiscal year in lieu of reimbursement for the use of personally owned cars under Articles 15.8.	

15.15.1	Change	For the 2022-2023 school year, the parties agree to a 1.0% salary increase to the classified salary schedule effective July 1, 2022. Additionally, the parties agree to a one-time payment to all classified unit members hired before July 1, 2022, in the amount of 3.0% of each employee's base salary, after the aforementioned 1.0% salary schedule increase. Further, the parties agree to reopen on Article 15 Wages and Allowances for the 2023-24 and 2024-25 school years.	
15.6	Add	RETIREMENT INCENTIVE: The Golden Handshake will be offered to unit members in 2022-2023.	

ARTICLE XV1 - Health and Welfare Benefits

16.4	Change	The Board agrees to contribute the current monthly rate of \$50,000 life insurance coverage for eligible all employees.	
16.7	Change	Members of the bargaining unit who terminate employment shall cease to receive coverage on the last day of paid service first day of the following month of termination to the District.	
16.8.1.4	Addition	This benefit coverage is subject to federal income and Medicare tax and must be reported...	
16.10	Formatting	Delete extra spaces in Articles 16.10.1 and 16.10.2.	

Article XVII – Disciplinary Action


17.3.2	Change	Written Notice of Concern (SHUSD #38), with a copy to the employee's personnel file within ten (10) workdays of knowing of the infraction. The employee will be given notice as to his/her their rights relative to materials being placed in his/her their personnel file. Within five (5) workdays, the employee has the right to request a meeting with the Superintendent to discuss the issues relative to the written warning. The Superintendent shall schedule a meeting with the employee within a reasonable amount of time, not to exceed thirty (30) workdays. The Superintendent shall have the final decision relative to the written warning.	
--------	--------	---	--

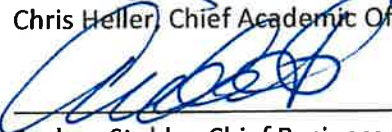
Article XVIII – Professional Growth

18.3	Change	18.1 APPROVAL PROCEDURE: The District will reimburse the employee for the cost of a professional growth class that has been approved by the committee. The employee must provide the District with verification of successful completion of successfully completing the approved class. Verification and receipts must be provided to the committee within sixty (60) workdays after completion of the class in order to be reimbursed. Verification after sixty (60) days will result in non-reimbursement of expenses incurred. Reimbursement for coursework will be issued in equal payments over a two-year period on the anniversary of	
------	--------	--	--

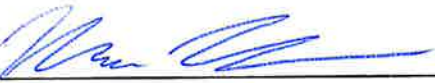
		receipt of the verification of completed coursework. If the employee leaves the district during this period, they will forfeit any unpaid reimbursement. A grade of "C" or higher must be earned unless the class is a non-graded class or workshop.	
Appendices	Update	Add updated forms for Domestic Partners, etc add to Appendix A- district driver, tech positions, and eliminate educational technology specialist and community liaison.	


For The District:

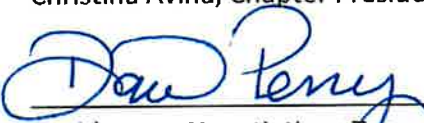

 Chris Heller, Chief Academic Officer


 Andrea Stubbs, Chief Business Official

For CSEA Chapter #287


 Mac McClaran, Labor Relations Rep.


 Christina Avina, Chapter President


 David Perry, Negotiations Team Member

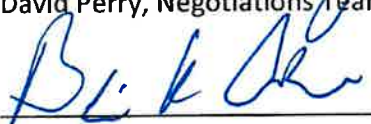

 Brian Clark, Negotiations Team Member

TABLE OF CONTENTS

Article 1	Agreement
Article 2	Recognition
Article 3	Definitions
Article 4	Grievance Procedure
Article 5	Fair Share Organizational Security
Article 6	Association Rights
Article 7	Safety Conditions of Employment
Article 8	Leaves of Absence
Article 9	Transfers & Promotions
Article 10	Evaluation Procedures
Article 11	Hours & Overtime
Article 12	Lay-Off & Reduction In Assigned Time
Article 13	Holidays
Article 14	Vacation Plan
Article 15	Wages & Allowances
Article 16	Health & Welfare Benefits
Article 17	Disciplinary Action
Article 18	Professional Growth
Article 19	General Provisions of Agreement
Appendix A	Salary Schedules
Appendix B	Catastrophic Leave
Appendix C	Affidavit of Domestic Partnership
Appendix D	Evaluation Forms
Appendix E	Grievance Forms
Appendix F	Job Descriptions
Appendix G	Family Leave Act Information

ARTICLE 1
AGREEMENT

- 1.1 This agreement, herein after referred to as the Agreement, is entered into this first day of July by and between the St. Helena Board of Trustees and the St. Helena Unified School District herein after referred to as the "District" and the St. Helena Chapter #287 of the California School Employees Association herein after referred to as the "Association," and C.S.E.A., as the exclusive bargaining representative of the District's classified employees.
- 1.2 This agreement shall remain in effect from July 1, 2022 through June 30, 2025.
- 1.3 In the interest of continuing the collaborative process and to promote the highest quality collective bargaining agreements, either CSEA or the District may request discussions on any issue at any time with the understanding that contract language may be changed only by mutual agreement.

ARTICLE 2
RECOGNITION

2.1 The bargaining unit for which this Agreement is effective consists of the following classifications:

AVID/MTSS

Clerical

Administrative Clerk I*
Administrative Clerk II*
Accounting Assistant
Account Technician – Special Accounts
Secretary – Academic Services
Secretary – Academic Services, Senior*
Office Services Team Leader – H.S.
Office Services Team Leader – K-8.

Food Service

Food Service Assistant I*
Food Service Assistant II
Food Service Production Team Leader

Maintenance & Operations

Custodian I*
Custodian II
Custodian Team Leader I and II
Grounds Specialist
Maintenance Specialist*
Maintenance Specialist, Senior
Energy Management Analyst

Para-Professionals

Para-Educator I
Para-Educator II
Para-Educator III, Instructional Support
Para-Educator III, Special Education

Specialists

IT Systems Analyst
Technology Positions
Network Systems Technician II,
Infrastructure
Network Systems Technician II, Server
Network Systems Technician I.*
Library/Computer Technician*
Library Media Specialist
Library Media Specialist, Senior

Support Services

Brailist Transcriber *
Campus Supervisor
Student Conduct Specialist*
Occupational Therapist
Mail Courier
Playground Assistant
School Bus Drive
District Driver
Bus Supervisor *
Transportation Assistant

All bargaining unit job descriptions are included under Appendix G of this agreement.

2.2 ACKNOWLEDGEMENT: The District hereby acknowledges that CSEA is the exclusive bargaining representative for all classified employees holding those positions listed above except for those who can be lawfully declared management, confidential, supervisory, short term and substitutes.

ARTICLE 3

DEFINITIONS

- 3.1 DISTRICT refers to St. Helena Unified School District and its elected Board of Trustees.
- 3.2 DAYS refer to work days on which the District Office is scheduled to be open for regular business unless the Superintendent has closed school due to hazardous or emergency circumstances and there is no need for employees to return to work. Exceptions would be the Winter and Spring breaks as defined by the Board-approved Academic Calendar for a given school year.
- 3.3 DAYS--GRIEVANCE EXCEPTION - upon the written request of the grievant to the Superintendent, vacation days of the employee between June 15 and September 1 shall not be counted as days in a grievance procedure that has not proceeded beyond Level One of the Grievance Procedure.
- 3.4 EMPLOYEE refers to any employee who is included in the unit as recognized in Article 2 and therefore covered by terms and provisions of the Agreement.
- 3.5 ASSOCIATION refers to the California School Employees Association and its St. Helena Chapter #287.
- 3.6 PROBATIONARY EMPLOYEE: An employee shall be considered probationary during his/her first six (6) months of employment and during the first six (6) months of a promotional situation.
- 3.7 IMMEDIATE SUPERVISOR is defined as the person who has been designated as the evaluator of that position.

ARTICLE 4

GRIEVANCE PROCEDURE

- 4.1 As problems arise, good morale is maintained by sincere efforts of all persons concerned to work toward constructive solutions in an atmosphere of courtesy and cooperation. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances. The proceedings used to affect a solution will be kept as informal and confidential as may be appropriate at any level of the procedure.

Before filing a written formal complaint, the employee shall attempt to resolve the issue by informal communication with the employee's immediate supervisor or designee. Grievance forms can be found in Appendix F of this negotiated agreement.

4.2 DEFINITIONS:

4.2.1 A "GRIEVANCE" is a written claim by an employee, or group of employees, similarly situated, that there has been a violation, misinterpretation, misapplication or unfair application of a provision of this Agreement.

4.2.2 A "GRIEVANT" is the employee or the Association who initiates or files a grievance.

4.2.3 A "WORK DAY" is any day in which the District Office is open for business. Exceptions would be Winter and Spring breaks as defined by the Board-approved Academic Calendar for a given school year.

4.2.4 A "SUPERVISOR/ADMINISTRATOR" is the manager having jurisdiction over the matter that gave rise to the grievance.

4.2.5 A "JOB REPRESENTATIVE" is a member of the Association appointed by the Association. A job representative may represent a grievant at any stage of the grievance procedure.

4.2.6 A "CONFeree" is a fellow unit member; a supervisor; an administrator; or an Association representative who, at the request of any party to a grievance, is invited to participate in a problem

resolution conference or hearing or any meeting held in conjunction with the steps of the grievance procedure.

4.2.7 A “DECISION” under this article is the written response to the grievant at any level detailed in this article. To be considered a decision this response shall include in writing the findings on which the decision is based.

4.2.8 The “DATE” of any written document within this grievance procedure shall be the date of proof of personal service, proof of service by regular mail, or proof of service by facsimile transmission.

4.3. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each procedural level are maximum, and every effort should be made to expedite the process. Time limits however, may be extended by mutual agreement, or if any party necessary to the resolution of the grievance is absent due to medical reasons.

4.4 To be recognized at any procedural level, a grievance shall have been presented at the appropriate level within ten (10) work days after the employee knew or reasonably should have known of the act or omission giving rise to the grievance.

4.5 Failure of the grievant to comply with the terms and conditions for appeal from Levels One or Two shall be considered a waiver of appeal rights under this Agreement.

4.6 Failure of the District to comply with the terms and conditions of Levels One and Two shall automatically confer upon the grievant the right to appeal to the next level.

4.7 By mutual agreement of the parties, procedural levels may be bypassed when such action would expedite the process.

4.8 Any member of the unit may at any time present grievances to the employer, and have such grievances resolved, without the intervention of the Association, as long as the resolution is reached prior to arbitration and the resolution is not inconsistent with the terms of the Agreement. In such cases, the District shall not agree to a resolution of the grievance until the Association has received a copy of the

grievance and the proposed resolution and has been given the opportunity to file a response.

- 4.9 All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.
- 4.10 The parties shall have equal access to documents and District records which will assist in resolving complaints within the policies of confidentiality.
- 4.11 Nothing herein contained will be construed as limiting the right of any member of the unit or the Association having a grievance to discuss the matter informally with any appropriate member of the administration and have the grievance resolved.
- 4.12 LEVEL ONE: A grievance shall first be submitted in writing to the employee's immediate supervisor with the objective of resolving the matter informally. A conference will be held with the grievant within ten (10) work days to be followed by a written decision within five (5) additional work days.
- 4.13 ALTERNATE PROCEDURE: If the grievant does not wish to pursue the grievance after Level One, the Association may do so without approval of the grievant within seven (7) work days.
- 4.14 LEVEL TWO: If the grievance is not resolved at Level One, the grievant may appeal in writing within ten (10) work days of receipt of the decision from Level One to the Superintendent/designee. A conference shall be held within (10) ten work days to be followed by a written decision within five (5) additional work days.
- 4.15 LEVEL THREE: If the grievance is not resolved at Level Two, the grievant may within five (5) work days of the receipt from Level Two request in writing to the Association that the grievance be submitted to arbitration. The Association, by written notice to the Superintendent within fifteen (15) work days after receipt of the request from the grievant, may submit the grievance to arbitration.
- 4.16 The parties shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within ten (10) work days of the Association's submission of the grievance to arbitration, a joint request for an arbitration panel shall be made to the American Arbitration Association (hereafter "AAA"). They

will then be bound by the rules and procedures of the AAA. The parties may agree to the expedited procedures of the AAA.

- 4.17 The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning (unless the parties have agreed to use the expedited procedures as indicated above), and conclusions on the issues submitted. The arbitrator will be without power or authority to make, add to, modify, or change the language of the Agreement. The decision of the arbitrator will be final and binding on the parties.
- 4.18 All cost of the services of the arbitrator including, but not limited to, per diem expenses, his/her travel, lodging and meal expenses will be borne equally. All other costs will be borne by the party incurring them.
- 4.19 Normally, all grievances shall be handled toward the end of the regular work day of the grievant. In the event the grievance hearing or conference with an administrator is held during the work day, the grievant represented, representative, and witnesses shall be granted release time without loss of pay. In the event the grievance hearing or conference with an administrator is held other than during the work day, the grievant represented, representative, and witnesses shall be paid for such time as though worked.
- 4.20 If the Association decides not to submit a grievance to arbitration, an employee (the grievant) may carry said grievance to arbitration with the following conditions:
- 4.20.1 The employee shall absorb and be responsible for the non-district share of all costs associated with submitting said grievance to arbitration.
- 4.20.2 The arbitrator's decision shall not be precedent setting and shall not add to, modify, or be inconsistent with, nor change the language or terms of this Agreement, unless otherwise agreed to by the District and the Association.

ARTICLE 5
FAIR SHARE ORGANIZATIONAL SECURITY

ORGANIZATIONAL SECURITY


It is the express intention of the parties that the provisions of this Article respectfully balance the rights of individual employees, as referenced in Government Code sections 3543, and the right of CSEA, the exclusive representative, to create Organizational Security.

5.1 MEMBERSHIP DUES DEDUCTION: District shall refer all employee questions about CSEA or dues over to the CSEA Labor Relations Representative. CSEA shall defend and indemnify District for any claims arising from its compliance with this clause.

The District shall not interfere with the terms of any agreement between CSEA and the District's employee with regard to that employee's membership in CSEA, including but not limited to automatic renewal yearly unless the employee drops out during a specified window period. The District need not keep track of this period which shall be tracked by CSEA within its membership database.

CSEA shall have the sole and exclusive right to receive the payroll deductions for regular membership dues. The employer shall deduct, in accordance with the CSEA dues schedule, dues from the wages of all employees who are members of CSEA.

The employer shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days or more after such submission. There shall be no charge by the employer to CSEA for regular membership dues deductions.

5.2  Once the District has been made aware of anti-union emails, the District shall use its best efforts to filter out outsiders' emails sent to work email addresses soliciting against union membership. District shall only post on the public portion of its website work email addresses for employees whom the public needs to contact.

5.3 CSEA NOTIFICATION OF NEW HIRES/PERIODIC UPDATES: On the last workday of each month, the District shall provide CSEA, via a mutually agreeable secure FTP site or service, the name and contact

information on the new hires. This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the District.

The District shall provide CSEA, via a mutually agreeable secure FTP site or service, all bargaining unit member names and contact information on the last working day of September, January and May in accordance with the AB119 agreement.

5.4 LEGAL RESPONSIBILITY: CSEA shall defend and indemnify District for any claims arising from its compliance with this Article for any claims made by the employee for deductions made in reliance on information provided by the employee organization to the employer to cancel or change membership dues authorization. The employer shall be required to promptly notify CSEA of any claims made by employees relating to dues authorization. CSEA shall have the exclusive right to decide and determine the course of legal action whether any such action shall be compromised, resisted, defended, tried or appealed.

ARTICLE 6
ASSOCIATION RIGHTS

- 6.1 CSEA RIGHTS: CSEA shall have the following rights in addition to rights contained in any other portion of this agreement:
- 6.1.1 The representative of the State CSEA Association shall have access in areas in which employees work providing it does not interrupt the educational process. The Association representative shall report his/her presence on the site to the office.
- 6.1.2 In cases where interruption of the employee's work time is necessary the representative shall receive permission from the administrator or supervisor in order to contact the employee.
- 6.2 DISTRICT MAILBOXES, MAIL SYSTEM AND E-MAIL: The Board authorizes the Association to use school mail boxes and email for the distribution of their communications in compliance with Education Code 7054.
- 6.3 BULLETIN BOARDS: The Board authorizes the Association to use, without charge, an area of space on each school's bulletin board. Such bulletin board space will be designated by the Principal of each school.
- 6.4 USE OF FACILITIES: The Association shall have the use of the District's facilities and buildings at times other than normal work hours and hours of student instruction. The Association agrees to abide by the rules and regulations established for community use of school facilities. The supervisor of the facility or building may grant the Association use of District equipment as long as such use is in accordance with the procedures provided for in the Civic Center Act and as long as the use of such equipment does not interfere with the normal student instruction or work production of the district. The Association shall pay for the cost of all materials and supplies incident to each use. The Association agrees to leave the facilities, buildings and/or equipment used in a clean and orderly condition.
- 6.5 PUBLIC DOCUMENT: The District agrees to provide one copy of any public document to the association upon request. No charge shall be made for such documents unless the same charge is made to all of the public.

6.6 SENIORITY ROSTER: The District agrees to supply the Association with a seniority roster of bargaining unit employees upon the effective date of this agreement with annual up-dates. The Association shall be allowed to review the District's current list upon request.

6.7 RELEASE TIME: The Association agrees that all Association business shall be primarily conducted at other than regular work hours. The District agrees to provide a paid leave of absence not to exceed five (5) days per year for officers or delegates of the Association for the purpose of attending the annual CSEA conference.

The District also agrees to provide up to ten (10) hours of release time a month for the performance of duties for officers of CSEA Chapter 287 Job Representatives, or another designee as determined by the Chapter President.

6.7.1 If an employee must take time away from his/her designated work-day to attend local Association meetings, that time shall be preapproved in writing with the immediate supervisor on a designated form and made up in consultation with the employee's supervisor on the same day or within five (5) working days, if possible.

6.8 JOB REPRESENTATIVE: The Association agrees that its officials, including Job Representatives, shall not communicate Association business with employees during regular work hours except in emergencies and shall conduct normal Association business at times other than the respective employees' work hours, unless on pre-arranged release time.

The District agrees to grant the Association access to employee workstations during the lunch break or after normal work hours with the approval of the immediate supervisor of the workstation.

When a new employee is hired, one (1) Association official may take up to 30 minutes of release time to meet with the new employee within three (3) days of the new employee's hire date. The purpose of this meeting will be to perform services directly related to new employee orientation, including but not limited to explaining the Employee Contractual Agreement's rights and responsibilities.

The District agrees to grant release time for Association officials to perform services directly involved in

the processing of grievances. The word "processing" is interpreted to mean the presence of the Job Representative with the aggrieved employee during verbal discussions with administrators at any or all steps of the grievance procedure. Job Representatives shall not leave their work locations for grievance processing without prior approval of their immediate supervisor.

6.9 COMMITTEES: The Association upon request shall be granted representation on any district-wide advisory committee established by the District.

6.10 DISTRIBUTION OF THE CONTRACT: As soon as practical after settlement of this agreement is reached, the District shall post the Agreement on the District website for access to all unit members in the bargaining unit. The District shall provide the Association with twelve (12) printed copies for its use. If unit members would like a printed copy they may make such request to the District Office.

ARTICLE 7
SAFETY CONDITIONS OF EMPLOYMENT

7.1 The District shall provide employees with safe work conditions. The District shall comply with the provisions of the California State Occupational Safety and Health Act regulations within the general industry and construction industry (where applicable) standards. The employee shall refuse to perform any hazardous duty without proper safety equipment. It shall be the responsibility of the employee to inform the immediate supervisor of the lack of proper safety equipment. It shall be the responsibility of the employee to report any unsafe work conditions.

7.2 EMPLOYEE SAFETY (Informational item only): The Education Code of the State of California requires that when any employee of a school district "is attacked, assaulted, or menaced, by any pupil, it shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident, to promptly report the same to the appropriate law enforcement authorities of the county or city in which the same occurred."

All employees shall comply with the District's Sexual Harassment Policy.

7.3 REPAIR, REPLACEMENT OR REIMBURSEMENT:

7.3.1 The District shall provide for the reimbursement of any employee for the loss, destruction, or damage by arson, burglary or vandalism of personal property used in the schools of this District. Reimbursement shall be made only when approval in writing for the use of the personal property in the schools was given before the property was brought to school and when the value of the property was agreed upon in writing by the person or persons bringing the property and the school administrator or immediate supervisor at the time the approval for its use was given. The maximum reimbursement from the District shall be \$1,000.00.

7.3.2 The District shall provide for the payment of the costs of replacing or repairing property of an employee, such as eyeglasses, hearing aids, dentures, watches, articles of clothing necessarily worn or carried by the employee when any such property is damaged in the line of duty without fault of the employee or if such property is stolen from the employee by robbery or theft while the

employee is in the line of duty. If the property is damaged beyond repair or stolen, the actual value of such property may be paid to a maximum of \$400.00. The value of such property shall be determined as of the time of the damage, robbery or theft.

- 7.3.3 In the event the employee is paid the costs of replacing or repairing such property, or the actual value of such property, the District shall, to the extent of such payments, be subrogated to any right of the employee to recover compensation for such damaged or stolen property. The District may file and prosecute an action to enforce its subrogation right in the small claims court if the amount of the claim is within that court's monetary jurisdiction or may enforce its subrogation right in any other court of competent jurisdiction.
- 7.3.4 GENERAL PROVISIONS: The District shall not assume responsibility for clothing loss due to wear that would be normal for the employee's assigned duties, or for damage to outer clothing of a fragile nature. The District presumes that employees will have insurance coverage on their personal property. Upon accepting payment from the District, the employee shall assist the District in recovery of any sum received. Employees shall not be reimbursed for loss or damage to personal property arising from their negligence.
- 7.3.5 CLAIM PROCEDURE: The employee shall submit a claim to his/her immediate supervisor in the form of a letter, naming the article, lost or damaged, the value of the article and a receipt for its replacement, and the circumstances that occasioned the loss or damage. The immediate supervisor shall verify the accuracy of the Report and the compliance with this Article, and forward the claim to the Chief Business Official. It shall be the responsibility of the Chief Business Official to review the claim and provide for reimbursement under this policy.
- 7.3.6 Falsification of any claims under this section will be grounds for discipline or dismissal.
- 7.3.7 TOOLS: The District agrees to provide all tools, equipment, and supplies reasonably necessary to bargaining unit employees for performance of employment duties.

- 7.3.8 PHYSICAL EXAMINATION: The District shall provide the full cost of any medical examination and TB testing required as a condition of employment or continued employment, including but not limited to, the provisions outlined in the Education Code Section 11708 or its successor. If an employee does not provide a TB clearance to the District, he/she cannot report to work or be on paid status. The District may request a physical examination at its expense at any time; including, but not limited to, when an employee is returning to full duty after being on medical leave or a bridge assignment.
- 7.3.9 SAFETY COMMITTEE: The District shall maintain a Safety Committee that shall monitor all legal requirements. The Committee shall also be responsible for a Safety Handbook detailing District safety procedures.
- 7.3.10 REQUIRED TRAINING: The District will provide CPR and First Aid training for all members. Other Special Trainings may be required as determined by District Administration.

ARTICLE 8
LEAVES OF ABSENCE

8.1 GRANTING OF LEAVE: The District may grant leaves of absence with or without pay to the classified employees of the District. The District shall not deny any employee any leave of absence to which he/she is entitled by law.

8.1.1 AUTOMATED ABSENCE SYSTEM

If a unit member is unable to attend work, the unit member is required to call into the automated absence system at least two hours prior to the start of the school day. Night custodians must notify their supervisor and call in their absence four hours prior to the start of their shift. If the absence is for a specific length of time, the District Office shall be notified by 4:00 p.m. on the day before the unit member expects to return to duty, so that notice can be given to the substitute that the substitute is no longer needed.

8.2 CONTROL OF LEAVE: The District reserves the right to cancel or limit all leaves during periods of state, national, and local emergency, and during the commission of acts detrimental to the welfare of the schools and pupils.

8.3 SALARY DEDUCTION: Absence from duty for reasons other than those approved by District Policy or mandated by law shall require that an employee have deducted from his/her wages the full salary that would have been earned during the time of such absence.

8.4 LEAVE FOR ILLNESS OR INJURY: Every classified employee, employed five days a week for 12 months a year, shall be entitled to 12 days leave of absence for illness or injury with full pay for a fiscal year of service. Classified employees, employed less than five days a week or for a full fiscal year, shall have their leave adjusted proportionately in relation to the number of months worked to 12 months. Sick leave for medical or dental appointments may be taken in increments of one (1) hour.

8.5 ACCUMULATED LEAVE: If such employee does not take the full amount of sick leave allowed in any year under this policy, the amount not taken shall be accumulated from year to year. When an employee is absent from work in excess of accumulated leave due to illness or injury, the employee's wages shall be

adjusted in conformance to the Education Code Sections in force at that time. The District shall not grant wages for leave for illness or injury in excess of that which is mandated by the Education Code or Board Policy in existence at that time.

8.6 PROOF OF ILLNESS OR INJURY: In cases of illness or injury, which absents an employee from work, the superintendent and/or delegated representatives are responsible to verify this illness or injury. For an absence of three or more days the employee may be requested to establish proof by submitting a signed statement from a medical doctor or other recognized health practitioner as proof of illness or injury. In case of concerted activities or suspected abuse of sick leave policy, the verification may be requested after the first day.

8.6.1 If a pattern of abuse is displayed, the District may request the employee to obtain a second opinion from a qualified health care provider, designated or approved by the District, at the District's expense.

8.6.2 Before returning to work, an employee who has been absent for surgery, hospitalization, or an absence of more than ten (10) consecutive work days may be asked to submit a release to return-to-work from his/her health care provider stating that he/she is able to return to work with or without restrictions. The District may request that the employee obtain a second opinion from a qualified health care provider, designated or approved by the District, at the District's expense.

8.7 INDUSTRIAL ACCIDENT AND ILLNESS LEAVE: All employees who sustain an injury or illness arising directly out of and in the course and scope of their employment shall be eligible for industrial accident and illness leave according to the following rules and regulations:

8.7.1 Allowable leave shall be for a maximum of 60 work days in any one fiscal year for the same accident.

8.7.2 Allowable leave shall not be cumulative from year to year.

8.7.3 Industrial accident or illness leave will commence on the first day of absence.

- 8.7.4 Payment for wages lost on any day shall not, when added to an award granted the employee under the workers' compensation laws of this state, exceed the normal wage for the day.
- 8.7.5 Industrial accident leave will be reduced by one day for each day of authorized absence regardless of a compensation award made under workers' compensation.
- 8.7.6 When an industrial accident or illness occurs at a time when the full 60 days will overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred, for the same illness or injury.
- 8.7.7 If an employee is cleared to return to work in a "Light Duty Capacity," the employee will receive current rate of pay but may be assigned duties in another classification and/or site until released to perform regular assignment. Employee must comply with this provision.
- 8.8 The industrial accident or illness leave or absence is to be used in lieu of entitlement acquired under sick leave. When entitlement to industrial accident or illness leave has been exhausted, entitlement or other sick leave will then be used; but if an employee is receiving workers' compensation he/she shall be entitled to use only so much of his/her accumulated or available sick leave which, when added to the workers' compensation award, provide for a full day's wage or salary.
- 8.9 Periods of leave of absence, paid or unpaid, shall not be considered to be a break in service of the employee. During all paid leaves of absence, whether industrial accident leave as provided in this section, sick leave, vacation, compensated time off or other available leave provided by law or the action of a governing board, the employee shall endorse to the District wage loss benefit checks received under the workers' compensation laws of this state. The District, in turn, shall issue the employee appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions. Reduction of entitlement to leave shall be made only in accordance with this section.
- 8.10 When all available leaves of absence, paid or unpaid, have been exhausted and if the employee is not medically able to assume the duties of the his/her position, the he/she shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. When available, during the 39-month period, the employee shall be employed in a vacant position in the class of his/her previous

assignment over all other available candidates except for a reemployment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with appropriate seniority regulations. Any employee receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Superintendent authorizes travel outside the state. An employee, who has been placed on a reemployment list, as provided herein, who has been medically released for return to duty and who fails to accept an appropriate assignment shall be dismissed.

An employee requesting industrial accident and illness leave benefits may be required to comply with the medical verification and reporting provisions of the sick leave policy of the District.

8.10.1 If, after using all accumulated sick leave, vacation, and compensatory time off, an employee continues his/her absence due to illness or injury beyond the employee's available and accumulated sick leave days as described in articles 8.4 and 8.5 above, an employee is entitled to extended sick leave benefits in the amount of fifty percent (50%) of the employee's salary. The benefit shall be available during the period of absence for an additional period of up to a maximum of 100 working days each year.

8.11 PERSONAL NECESSITY LEAVE

8.11.1 Any days of absence for illness or injury earned may be used by the employee at his/her election, in cases of personal necessity, including any of the following:

8.11.1.1 Death (when additional leave is required beyond that provided in Bereavement Leave) or serious illness of a member of the immediate family;

8.11.1.2 Serious accident involving his/her person or property or the person or property of his/her immediate family;

8.11.1.3 Victim of burglary or other serious felonies;

8.11.1.4 Victim of flood, earthquake, fire, or other disasters;

8.11.1.5 Appearance in court as a litigant or as a witness under official order;

8.11.1.6 Business relative to probate a will, adoption procedure, or as executor of an estate;

8.11.1.7 Other personal necessity which is deemed valid by the Principal and Superintendent.
The Principal and the Superintendent shall respect the confidentiality of the request;

8.11.1.8 Funeral or memorial service of a close friend;

8.12 No earned leave in excess of seven (7) days may be used in any school year for the purposes enumerated in this section.

Included as seven (7) of the seven (7) personal necessity leave days allocated to a given employee per school year. Personal necessity requests for more than two (2) consecutive days must have the approval of the Superintendent or designee with the exception of Personal Necessity taken for the reasons outlined in Articles 8.11.1.1 and 8.11.1.2. Personal necessity days cannot be used adjacent to sick leave days or school holidays without the approval of the Superintendent or designee, with the exception of Personal Necessity taken for the reasons outlined in Articles 8.11.1.1 and 8.11.1.2. The total number of unit members eligible to use a Personal Necessity Day on a given workday shall not exceed ten percent (10%) of the total number of unit members.

See article 8.15 for the use of Personal Necessity Leave in the case of an emergency.

8.12.1 Personal Necessity, Vacation or Unpaid Leave shall be used for districtwide minimum days (day prior to winter break, day prior to spring break, and the last day of school) when the unit member elects to not complete their full day of work.

8.13 Immediate family has the same meaning as provided in the Bereavement Policy 8.17.

8.14 Up to seven (7) days per school year out of the sick leave granted to an employee under Article 7.3 of this agreement may be used for reasons of personal necessity (Personal Necessity Leave).

8.14.1 Personal Necessity Leave is noncumulative.

8.15 Personal Necessity Leave shall be limited to circumstances serious in nature that the unit member cannot reasonably be expected to disregard. Absences pursuant to this leave provision normally necessitate the member's immediate physical presence elsewhere and involve matters which cannot be accomplished at any other time.

8.15.1 Personal Necessity Leave shall not be used for vacation.

8.15.2 The unit member shall not be required to obtain prior approval for Personal Necessity Leave taken for any of the reasons stipulated in Articles 8.11.1.1 and 8.11.1.2.

8.15.3 The following conditions require prior approval from the Chief Academic/Human Resources Officer to use Personal Necessity Leave with the exception

8.15.3.1 Personal Necessity Leave used during the first or last three (3) student days at the beginning or at the end of the school year.

8.15.3.2 Personal Necessity Leave used adjacent to a school holiday or vacation period.

8.15.3.3 Personal Necessity Leave requested for more than two (2) consecutive days.

8.15.3.4 The total unit members granted personal necessity leave for a given day shall in no event exceed ten percent (10%) of the total number of unit members.

8.15.4 Verification of Personal Necessity Leave: Proof of necessity of the leave shall be submitted to the Superintendent or Chief Academic Human Resources Officer, upon request, when reasonable cause exists to suggest that use of Personal Necessity Leave was in violation of this Article.

8.15.4.1 Personal Necessity Leave used before or after any sick leave usage. This may require medical verification or written explanation of the need for personal necessity leave.

8.15.5 If a pattern of abuse is documented when unit members are taking Personal Necessity/Confidential

Leave, the District reserves the right to investigate and discipline the unit member, which may include docked pay, written reprimand, or required notes for absences.

8.16 The District reserves the right to require proof for all personal necessity leaves.

8.17 BEREAVEMENT LEAVE: Unit members are entitled to a bereavement leave absence within the academic year that occurs, not to exceed three (3) days, or five (5) days if travel beyond two hundred (200) miles round trip is required with verified documentation submitted by the unit member, on account of the death or imminent death of any member of his/her extended family. This leave does not have to be taken in consecutive order. No deduction shall be made from the salary of such unit member nor shall such leave be deducted from leave granted by other sections of this Agreement.

8.17.1 Employees may elect to take vacation or special use of sick leave or personal necessity leave when bereavement leave is exhausted.

8.18 JURY DUTY LEAVE: An employee shall be entitled to leave without loss of pay for any time the employee is required to perform jury duty. The District shall pay the employee's regular salary and the employee shall return the jury fees received to the District. Any meal, mileage and/or parking allowances provided the employee for jury duty shall not be considered a part of jury fees. Any day during which any employee in the bargaining unit who works the regular assigned swing shift shall be relieved at the employee's option from work with pay if he/she serves on jury duty past 1:00 p.m. Employees are required to return to work when excused from jury duty if there will be two (2) hours or more remaining in their regular work shift when they arrive on the work site.

8.19 MILITARY LEAVE: An employee shall be entitled to any military leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

8.20 FAMILY MEDICAL LEAVE:

8.20.1 Family medical leave is unpaid leave for up to twelve (12) weeks. Family Medical Leave is to be used in conjunction with the serious health condition of the employee's child, parent, spouse, or the employee's own serious health condition.

8.20.2 This leave may also be used for adoption and/or child rearing except the total available time for

Family Medical Leave (when employee is determined by a physician to be temporarily disabled as a result of pregnancy, miscarriage, childbirth, and recover) shall not exceed 12 weeks in any 12 month period.

- 8.20.3 A serious health condition means an illness, injury, impairment or physical or mental condition of the employee or which warrants the participation of a family member to provide care during a period of treatment or supervision and involves either (a) inpatient in a hospital, hospice, or residential health facility; or (b) continuing treatment or continuing supervision by a health care provider. Certification required for use must include a statement that the serious health condition warrants the participation of a family member to provide care during a period of treatment or supervision of the individual in question when leave is requested for other reasons than employee's own serious health condition. Certification by physician is also required when the purpose of leave is for employee to receive treatment for his/her own serious health care.
- 8.20.4 An eligible employee is one who has been in continuous employment of the District for one year prior to the requested leave period; whose spouse is not currently available to provide care due to employment or his/her own disability that would disallow provision of the necessary care.
- 8.20.5 Employees are required to give advanced notice to the District whenever possible. The minimum duration for a leave is at least ten (10) work days. However, the District will grant a request for family care leave of at least one (1) full day, but less than two (2) weeks, on any two occasions during any twelve (12) month period. Less than one full work days leave may be taken with mutual agreement between the employee and his/her supervisor.
- 8.20.6 Any employee may utilize all accrued vacation and/or compensatory time off during this leave.
- 8.20.7 Any employee exercising this leave shall continue to receive his/her District provided health benefits as an active employee. An employee shall continue his/her contributions to health benefit costs if the employee is required to do such prior to commencement of the leave.
- 8.20.8 Upon return the employee shall be guaranteed the same or equivalent position with equivalent benefits, pay and terms of employment as when employee began his/her leave.

- 8.21 FAMILY SCHOOL PARTNERSHIP LEAVE: Employees, through established relationship such as the parent, guardian, or grandparent having custody of one or more children in kindergarten through grade twelve, shall be entitled to utilize up to eight (8) hours a calendar month and up to forty (40) hours during each school year to participate in activities of the school which the child attends.

The employee shall utilize existing vacation, personal leave or compensatory time off for the purpose of this leave to be paid. The employee shall also have the option of exercising this leave entitlement as an unpaid leave. Employees must provide his/her supervisor forty-eight (48) hours notice of request to utilize this leave. Lesser notice of request shall be permitted and honored when extenuating circumstances exist.

8.22 CATASTROPHIC LEAVE

8.22.1 “Catastrophic illness or injury” means any illness or injury that incapacitates a unit member for an extended period of time, or that incapacitates a member of the unit member’s family, whose incapacity requires the unit member to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the unit member because he or she has exhausted all of his or her sick leave and other paid time off.—Unit members are allowed to donate leave to another unit member in accordance with Education Code.

- 8.23 The District may request a medical examination by a qualified health care provider, designated or approved by the district, at the District’s expense, when the District has a reasonable belief that an employee poses a direct threat to others or to him/herself due to a medical condition.

ARTICLE 9
TRANSFERS AND PROMOTIONS

9.1 DEFINITIONS:

9.1.1 Transfer – change in assignment from one work site or school to another without change in classification or salary.

9.1.2 Promotion – upward movement of employee from one position to another with a change in classification and salary.

9.2 VOLUNTARY TRANSFERS: When a position is advertised, employees may apply for a transfer to and/or promotion to the advertised position for which they qualify. All job openings will be posted in a visible spot at the school sites. The final selection is within the sole discretion of the management of the District.

9.3 ADMINISTRATIVE TRANSFERS: Transfers of employees on a temporary or permanent basis may be initiated by the District management at any time such that the transfer is in the best interest of the District as defined by the District management. An employee affected by such transfer shall be given notice as soon as administratively practicable; and a conference will be held between the appropriate management person and the employee in order to discuss the reasons for the transfer. Employees shall not be transferred for punitive or capricious reasons.

9.4 NOTICE OF VACANCY: The District agrees to send all vacancy notices to each school for posting on bulletin boards and to the Association representative. Employees interested in transfers or promotions shall be responsible to apply for a transfer or promotion to the particular posted vacancy.

ARTICLE 10
EVALUATION PROCEDURES

10.1 The District and the Association believe evaluations should be meaningful to the employer and employee, foster success and accountability in job performance, and provide an effective communication process. This process should provide struggling employees with a plan regarding areas in need of improvement. It should also enable successful employees and their supervisors to discuss an employee's job performance, his/her professional goals as they relate to the goals of school sites/departments, information about employee contributions, and District support in the work place.

10.1.1 All classified employees are to be evaluated by their immediate Supervisor. The forms used in the evaluation procedure shall be approved by the District and the Association. Such forms will comply with the current procedure.

10.2 The following procedures shall be utilized with regard to the employees covered by this Agreement.

10.2.1 PROBATIONARY EMPLOYEE EVALUATIONS

10.2.1.1 Employees assigned to regular positions on a probationary basis are to be evaluated at the close of the third month's service with the District, prior to the close of the sixth month of service with the District, and prior to the close of the tenth month of service with the District. Employees successfully completing the six (6) month probationary period will again be evaluated prior to June 30 of the second year of employment.

10.2.1.2 The rating forms shall be completed, reviewed with the employee and signed by the employee's immediate Supervisor. The formal rating form shall contain information bearing on employee performance related to the evaluation criteria established by the District. The data gathered relative to employee appraisal shall be in conformity with the evaluatee's job description prescribed by the District.

10.2.1.3 The rating shall contain an appraisal of the employee's performance and, as appropriate, commendations or a specific plan for the improvement of the evaluatee's performance.

10.2.1.4 The evaluatee shall receive a written copy of the performance rating forms described herein at a personal conference conducted by the evaluator; and after said review of the evaluation, the employee shall sign the evaluation. (Such signature does not indicate that he/she agrees with the report.) The evaluatee may attach a written response within ten (10) workdays to the performance evaluation. Such written response by the employee shall be reviewed by the Superintendent prior to placement in the evaluatee's personnel file.

10.2.1.5 The evaluator's judgment and recommendations contained in the evaluation appraisals described herein shall not be subject to the grievance procedure contained in this Agreement.

10.2.2 PERMANENT EMPLOYEE EVALUATIONS

10.2.2.1 Regular permanent classified employees shall receive at least one (1) formal written performance rating on District approved forms every year. These ratings shall be completed by the end of June annually. A permanent employee may be evaluated by his/her immediate supervisor at any other time if exemplary or unsatisfactory service is performed but shall be evaluated by the immediate supervisor within a three month length of time after unsatisfactory service is performed.

10.2.2.2 Employees who are promoted shall be evaluated at least once during the six (6) month probationary period in the new position.

10.2.2.3 The rating forms shall be completed, reviewed with the employee, and signed by the employee's immediate supervisor. The formal rating form shall contain information bearing on employee performance related to the evaluation criteria established by the District. The data gathered relative to employee appraisal shall be in conformity with the evaluatee's job description as prescribed by the District.

10.2.2.4 The rating shall contain an appraisal of the employee's performance and, as appropriate, commendations or a specific plan for the improvement of the evaluatee's performance. A follow-up meeting(s) to review the improvement plans and progress must be scheduled at the evaluation meeting.

10.2.2.5 The evaluatee shall receive a written copy of the performance rating forms described herein at a personal conference conducted by the evaluator; and after said review of the evaluation, the employee shall sign the evaluation. (Such signature does not indicate that he/she agrees with the report.) The evaluatee may attach a written response within ten (10) workdays to the performance evaluation. Such written response by the employee shall be reviewed by the Superintendent prior to placement in the evaluatee's personnel file.

10.2.2.6 The evaluator's judgment and recommendations contained in the evaluation appraisals described herein shall not be subject to the grievance procedures contained in this Agreement.

10.3 PERSONNEL FILES: Such employee files, as necessary for the efficient management of the District shall be maintained by the District. Materials in personnel files of employees, which may serve as a basis for affecting the status of their employment, are to be made available for the inspection of the employee involved. Such material is not to include ratings, reports, or records, which were obtained prior to the employment of the person involved.

Every employee shall have the right to inspect such materials upon request, provided that the request is made at a time that is outside the employee's designated work day.

Information of a derogatory nature, except material mentioned in 10.1 and 10.2 above, shall not be entered or filed unless and until the employee is given notice and an opportunity to review and attach his/her own comments. An employee shall have the right to attach to any such derogatory statement, his/her own comments. Such review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction.

ARTICLE 11

HOURS AND OVERTIME

- 11.1 WORKWEEK: The normal workweek shall be eight (8) hours per day, forty (40) hours per week Monday through Friday. This Article shall not restrict the extension of the regular workday or workweek on an overtime basis when such action is necessary to carry on the business of the District.
- 11.1.1 In consultation with CSEA Leadership, District Administration will collaboratively establish the first and last day of work for ten (10) and eleven (11) month employees.
- 11.2 Nothing in this section shall be deemed to bar the District from establishing a workday of less than eight (8) hours or a workweek of less than forty (40) hours for all or any of its classified positions.
- 11.3 If an employee's schedule is changed to other than Monday through Friday, it shall be by the employee's written consent.
- 11.4 WORKDAY: Each employee in the bargaining unit shall be assigned a fixed regular and ascertainable minimum number of hours per day, days per week, and months per year.
- 11.4.1 Start and end times for the regular workdays assigned to Operations Unit personnel may change during the school year based on district need, with no change to the number of hours assigned. Examples of changes that typically occur during the school year are limited to the following: Start/end times for night custodians during school breaks and start/end times for groundskeepers during the winter months. These changes may occur more than once during the school year. District administration will provide each employee with written documentation verifying the change at least fourteen (14) workdays prior to implementation.
- 11.4.2 Employees may be assigned recess, lunch, or after school supervision of students based on individual site needs within the unit member's work day. The purpose is to provide adequate student supervision on a non-permanent basis and not displace playground assistants. Unit members directed to assist with supervision as described above will maintain his/her current rate of pay. Supervisors will make their best effort to equitably distribute the responsibility among unit members.

11.5 MEAL PERIODS: All employees who work five (5) hours or more shall be entitled to an uninterrupted meal period which shall be mutually scheduled with their supervisor at or about the midpoint of each work shift. The length of time for such meal period shall be for a period of no longer than one (1) hour nor less than one-half (1/2) hour. Unless the employee is relieved of all duty during the meal period, it shall be considered an "on duty" meal period and counted as time worked, and an additional extension of time be allowed for the time period lost.

11.6 REST PERIODS: Employees are authorized rest periods under the following conditions:

- 0 to less than 3 hours = none;
- 3, or greater than 3 hours but less than 4 hours = 10 minutes;
- 4, or greater than 4 hours but less than 7 hours = 15 minutes;
- 7, or greater than 7 but less than 8 hours = one 10 minute and one 15 minute;
- 8 hours or more = two 15 minute.

Authorized rest period time shall be counted as hours worked for which there shall be no deduction from wages and shall be scheduled in so far as practical in the middle of each work period.

11.7 REST FACILITIES: Classified employees shall have equal access to the lunchroom, restroom, and lavatory facilities at each work site.

11.8 VOTING TIME-OFF: If an employee's work schedule is such that it does not allow sufficient time to vote in any federal, state, or local election in which the employee is entitled to vote, the District shall arrange to allow sufficient time for such voting by the employee without loss of pay.

11.9 OVERTIME: Except as otherwise provided herein, all authorized overtime hours as defined in this section shall be compensated at a rate of pay equal to time and a-half the regular rate of pay of the employee for all overtime worked. Overtime is defined to include any authorized time worked in excess of eight hours in any one day or on any one shift or in excess of forty (40) hours for full-time employees in any calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the assigned quitting time.

All hours worked by part-time or fulltime employees who work beyond the workweek of five (5) consecutive days shall be compensated at the overtime rate commencing on the sixth consecutive day of work.

- 11.10 If required to work on a holiday, all hours shall be compensated at the rate of time-and-a-half in addition to the salary already received for the given holiday as part of employee's regular salary.
- 11.11 SPLIT-SHIFT DIFFERENTIAL COMPENSATION: All employees in the bargaining unit whose assigned shift contains one or more periods of unpaid time whose total exceeds one (1) hour shall be paid a shift differential premium of two and a half percent (2.5%) above the regular rate of pay for all hours worked.
- 11.12 SHIFT DIFFERENTIAL PAY: Unit members who are regularly assigned an eight hour shift commencing between 12:00 noon and 12:00 midnight will work an eight (8) hour shift, exclusive of a lunch break, and be paid a two and a half percent (2.5%) shift differential in addition to their regular pay. If an employee is performing out of class duties in excess of five (5) days during a shift that commences before 12:00 noon, the employee will be compensated per Article 15.12.3.
- 11.13 COMPENSATORY TIME-OFF: A supervisor may grant compensatory time off in lieu of overtime cash payment with the understanding that the time-off will be taken within that pay period. An employee shall have the option to elect to take compensatory time off in lieu of cash compensation for overtime work. Such election shall be submitted in writing on the form provided by the District to the immediate supervisor. Compensatory time off shall be granted at the appropriate rate of overtime. If compensatory time has been elected but not taken by an employee by the end of the pay period within which the overtime was earned, the employee shall be compensated for the overtime in cash at the overtime rate. The district shall pay the employee in cash for all such time at the appropriate overtime rate based on the employee's current rate of pay.
- 11.14 OVERTIME - EQUAL DISTRIBUTION: Overtime shall be distributed and rotated as equally as is practical among employees in the bargaining unit within each site. An employee may refuse overtime work.

- 11.15 MINIMUM CALL-IN TIME AND CALL-BACK: Any bargaining unit employee called back to work, either after normal work hours or on a day not worked, shall receive not less than two hours of work at the overtime pay rate, even if actual time worked is less.
- 11.16 ADJUSTMENT TO ASSIGNED TIME: Any employee in the bargaining unit who is required to work an average of thirty (30) minutes or more per day in excess of his/her regular part-time assignment for a period of twenty (20) consecutive work days or more shall have his/her regular assignment adjusted upward to reflect the longer hours, effective with the next pay period.
- 11.17 PAID DAYS OF SERVICE: It is agreed that less than 12 month classified employees shall render service and be paid for those days worked plus paid holidays and paid vacation days as indicated in Appendix A.
- 11.18 HOURS WORKED: For the purpose of computing the number of hours worked, time during which an employee is excused from work because of holidays, sick leave, vacation, compensating time off, or other paid leave of absence shall be considered as time worked by the employee.
- 11.19 SUMMER SCHOOL EMPLOYMENT: When it is necessary to assign classified employees not regularly so assigned to serve between the end of one academic year and the commencement of another, such assignment shall be made on the basis of qualifications for employment in each classification of service which is required.

No classified employee whose regular yearly assignment for service excludes all, or any part of, the period between the end of the academic year in June to the beginning of the next academic year in September, shall be required to perform services during such period. A classified employee shall for services performed or herein provided, receive, on a pro rata basis, not less than the compensation and benefits which are applicable to that classification during the regular academic year.

- 11.20 UNIFORM DRESS CODE POLICY: The District shall establish a standard uniform for unit members in custodial, maintenance, grounds, and food services positions by providing five (5) shirts, five (5) pants, and one (1) jacket or hooded sweatshirt for all custodial, maintenance and grounds unit members, and five

(5) shirts for all food services unit members. The District shall replace these uniform items after two(2) years of use through an inventory and re-ordering process between the months of August-October of each school year. In the event of damage to a uniform item caused during the course of performing duties and assignments, uniform items will be replaced upon request on a case-by-case basis. Unit members will be responsible for maintaining the uniform items in a clean and professional manner. The standard uniform issued to unit members is required to be worn during work hours.

11.20.1 All custodial, maintenance, grounds and food service unit members shall also be provided with at least one (1) pair of regulation shoes annually through the “Shoes for Crews” program offered by the District’s insurance group. If suitable regulation shoes are not available through this program, the District shall reimburse the unit member up to \$100 for the purchase of regulation shoes on an annual basis. District will require proof of purchase and price for regulation shoes.

ARTICLE 12

LAY-OFF AND REDUCTION IN ASSIGNED TIME

- 12.1 When the District makes a decision to lay-off, they shall notify C.S.E.A. and meet and negotiate all effects within scope. The District shall meet and negotiate any decision to reduce hours with C.S.E.A. prior to the actual reduction in hours. Layoffs and reduction in assigned time shall be in accordance with Education Code provisions.
- 12.2 Seniority shall be calculated by date of hire within each classification held.

ARTICLE 13

HOLIDAYS

- 13.1 The District shall not deny any employee any holiday to which he/she is entitled by law.
- 13.2 SCHEDULED HOLIDAYS: The District agrees to provide all employees in the bargaining unit with the following paid holidays:
1. New Year's Day
 2. Martin Luther King Day
 3. Lincoln's Birthday
 4. Presidents' Day
 5. Friday of Spring Vacation (or designated by the Association)
 6. Memorial Day
 7. Juneteenth
 8. Independence Day
 9. Labor Day
 10. Admission Day (floating holiday)
 11. Veterans' Day
 12. Thanksgiving Day
 13. Day after Thanksgiving
 14. Workday prior to Christmas Day
 15. Christmas Day -- December 25
 16. Workday prior to New Year's Day
- 13.3 ADMISSION DAY: Classified employees required to work on Admission Day shall be granted a day off in lieu of this holiday. This in lieu day shall be requested by the employee and approved by the employee's immediate supervisor and must be used within that school year.
- 13.4 When a holiday falls on Saturday the preceding workday not a holiday shall be deemed to be that holiday. When a holiday falls on Sunday, the following workday not a holiday shall be deemed to be that holiday. The operation of this section shall not cause any employee to lose any of the holidays clearly indicated in this Article.

- 13.5 HOLIDAY ELIGIBILITY: Except as otherwise provided in this Article, an employee must be in paid status on any part of the work day immediately before or after the holiday to be paid for the holiday. Employees in the bargaining unit who are not normally assigned to duty during the school holidays of workday prior to Christmas Day, December 25, workday prior to New Year's Day, January 1, Friday of Spring Vacation shall be paid for those holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

ARTICLE 14
VACATION PLAN

- 14.1 The District shall not deny any employee any vacation day to which he/she is entitled by law.
- 14.2 ELIGIBILITY: All employees in the bargaining unit shall earn vacation time under this article. Less than twelve (12) month employees shall earn vacation on a pro-rated basis. Vacation benefits are earned on a fiscal year basis July 1 - June 30. Earned vacation shall not become a vest right until completion of the initial six (6) months of employment.
- 14.3 ACCUMULATION: Twelve (12) month employees shall schedule their vacations with their immediate supervisor. The employee has the option to take all accumulated vacation time concurrently to a maximum of fifteen (15) days. Any accumulation in excess of fifteen (15) days shall be requested and scheduled with the immediate supervisor.
- If the employee has earned vacation days in excess of the days available above, the employee may take those days on a scheduled work day. Unused vacation days will be paid out in the June 30 payroll unless the employee submits a request in writing to the Business Department to carry over up to five (5) days to the next work year.
- 14.4 VACATIONS: All employees who work eight (8) hours per day, twelve (12) months per year are entitled to twelve (12) days vacation. Vacation accruals start on July 1st of a given fiscal year.
- After completion of five (5) years' work with the District, a classified employee shall receive sixteen (16) days paid vacation.
- After completion of ten (10) years employment, an additional vacation day will be added yearly, up to a maximum of twenty-one (21) days vacation.
- 14.5 VACATION SCHEDULING: The following common rules shall apply to Operations Unit personnel in the Grounds, Custodial, and Maintenance and Operations, Departments regarding the scheduling of vacations:

1. Employees shall not be allowed vacation during the two weeks before the start of the school year nor the first and last week of the school year.
2. Vacation schedules for the next fiscal year must be requested in writing to the department manager/director thirty (30) days prior to the first day of requested vacation leave.
3. Vacation requests will be considered based on staffing needs and workload capacity. Each multiple day consecutive period up to fifteen (15) days shall be considered as a request for rotation purposes.
4. In the event an employee needs to alter his/her vacation schedule, the employee could change his/her vacation to an available date. Any potential change cannot impact or otherwise bump another employee's approved vacation schedule.
5. Vacation schedules must be requested in writing to the department manager/director no less than thirty (30) days prior to the start of the first vacation requested.

Additional rules applying to specific Departments shall be:

Custodial:

1. During winter/spring breaks, a maximum of 50% percent (including locker room attendants) shall be allowed off any given day.
2. During winter/spring breaks the maximum number of custodians that can be off any one school site shall be:
 - Primary School: one (1)
 - Elementary School: one (1)
 - Middle School: one (1)
 - High School: two (2)
4. The number of custodians on vacation simultaneously during the summer months shall be

limited to 50%.

Grounds

1. During the period March 15th - September 15th, no more than one Grounds person shall be allowed to be on vacation simultaneously.
2. During winter break no more than one Grounds person shall be allowed to be on vacation simultaneously.

Maintenance and Operations

1. During the period March 15th - September 15th, no more than one Maintenance and Operations person shall be allowed to be on vacation simultaneously.
2. During winter break no more than one Maintenance and Operations person shall be allowed to be on vacation simultaneously.

14.6 LESS THAN TWELVE MONTH EMPLOYEES: Shall have their vacation time incorporated in their regular pay and shall not take vacation during the student instructional days.

14.7 VACATION PAY: Pay for vacation days for all employees shall be the same as that which the employee would have received had he/she been in working status.

14.8 VACATION PAY UPON TERMINATION: When an employee is terminated for any reason, he/she shall be entitled to all vacation pay earned and accumulated up to and including the effective date of the termination.

14.9 POSTPONEMENT OR INTERRUPTION OF VACATION:

14.9.1 Prior to vacation: if the bargaining unit employee's vacation becomes due during a period when he/she is on leave due to a serious illness or injury, he/she may request his/her vacation date be changed, and the District shall grant such request in accordance with vacation dates available at

that time. The District may request a doctor's verification of illness or injury. The employee shall have his/her vacation rescheduled in accordance with the vacation schedule available at that time.

14.9.2 Interruption of Vacation: an employee in the bargaining unit shall be permitted to interrupt or terminate vacation leave in order to begin another type of paid leave provided by this agreement without a return to active service, provided the employee supplies notice and supporting information required by the District regarding the basis for such an interruption or termination.

14.10 HOLIDAYS: When a holiday falls during the scheduled vacation of any bargaining unit employee, such employee shall be granted an additional day's vacation with pay for each holiday falling within that period.

ARTICLE 15
WAGES AND ALLOWANCES

- 15.1 REGULAR RATE OF PAY: The regular rate of compensation and any differential for each position in the bargaining unit shall be in accordance with the rates established for each classification as provided for in the classified salary schedule. Each employee shall receive an annual breakdown of their wages, vacation, holidays, days per year, benefits and any other pertinent payroll information. This shall be given to each employee by September 30th of each year.
- 15.2 ANNIVERSARY DATE: Employees hired between July 1 - December 31 shall move to the next step the following July 1. Employees hired from January 1 - June 30 shall move to the next step on July 1 of the next year. (Example: hire date is January 3, 1999, then step movement date is July 1, 2000.). To receive a salary step advancement of July 1, the employee must be in permanent status as of that date.
- 15.3 SHIFT DIFFERENTIAL: see Article 11
- 15.4 BILINGUAL DIFFERENTIAL: The District pays 2.5% differential to all employees at each site who are designated by the supervisor to translate both written and verbal communications.
- 15.4.1. For employees who interpret Individual Education Plan (IEP) meetings, 504 Plan meetings, behavioral support or Student Study Team (SST) meetings, an additional \$10.00 will be added to their hourly compensation for these meetings, which will be tracked on a time sheet. Time will be rounded up to the nearest hour. The additional \$10.00 per hour in compensation will be available to secretaries who receive the bilingual stipend under Article 15.4, and to those employees who pass the bilingual assessment.
- 15.4.2. Interpretation work for the Individual Education Plan (IEP) meetings, 504 plan meetings, behavioral support or Student Study Team (SST) meetings will be distributed on a rotation based on site seniority and availability. Compensation for each individual interpretation will be capped at a maximum of three (3) hours per assignment. Any additional time required to complete interpretation beyond the three (3) hours shall be pre-approved by the site administrator.

- 15.5 MEDICAL INTERVENTION DIFFERENTIAL: The District pays 8.5% differential to any employee at each site who is designated by the site administrator to provide medical interventions including but not limited to the following: medical, hygiene, and all aspects of toileting, tubular feeding, limited invasive connections, and other application in compliance with medical and legal requirements. Designation by the site administrator will be based on employee ability and completion of specialized training with a licensed health care professional, qualifications, experience, and seniority, with final approval by the Chief Business Official and/or Chief Academic / Human Resources Officer. This differential is not available for employees whose job description includes these functions. Out-of-class pay is awarded to employee who provide short-term or hourly medical intervention as designated and pre-approved by the site administrator.
- 15.6 PROMOTIONAL MOVEMENT ON SALARY SCHEDULE: Employees promoted to a new position shall receive at least a five percent (5%) increase in pay by being placed on the step in the salary schedule which gives the employee at least a five percent (5%) increase.
- 15.7 EMPLOYEE EXPENSE REIMBURSEMENT: The Superintendent is authorized to pay claims for reimbursement of expenses incurred by school district personnel in the performance of their duty if the following conditions are met:
- 15.7.1 The expenses were authorized by the Principal/Supervisor
- 15.7.2 Expenses incurred are within budget limitations.
- 15.7.3 The expenses are actual and necessary.
- 15.7.4 A claim has been filed in accordance with District policy and procedures. Accompanying the claim are receipts or vouchers for every item of expense, including all meals, lodging costs, fares, tolls, fees, and incidental out-of-pocket expenditures.
- 15.7.5 Expenditures for alcoholic beverages are not reimbursed and cannot be listed on any receipt. If expenditures for alcohol are listed on a receipt, all of the expenses on the entire receipt will be

disqualified from reimbursement.

15.8 REIMBURSEMENT FOR USE OF PERSONALLY OWNED CARS: Mileage allowances shall be reimbursed at the current IRS rate per mile. No classified employee shall be required to use his/her vehicle for District purposes. Reimbursement for use of personally owned vehicles shall be authorized based on the following conditions:

15.8.1 A school owned vehicle is either not available or suitable for the travel authorized.

15.8.2 Reimbursement shall be granted for only one vehicle for every four individuals attending the same conference or meeting.

15.8.3 Mileage reimbursement shall NOT be allowed for the following: travel to and from the individual's place of employment to meetings of District or school committees or appearances at civic or service-type meetings within the District.

15.8.4 Any exceptions deemed necessary to the above shall have prior approval from the Superintendent if reimbursement is anticipated.

15.8.5 Members employed in the Technology Network Administrator and Instructional Technology System Administrator positions will receive an annual car allowance in the amount of \$600 per fiscal year in lieu of reimbursement for the use of personally-owned cars under Articles 15.8.

15.11 PAYROLL INFORMATION

15.11.1 PAYCHECKS: All paychecks of employees in the bargaining unit shall be itemized to include all deductions. An itemized record showing sick leave and vacation accrued will be provided on each paycheck. Sick leave and vacation accrued information should be no more than one month behind the issuing date of the paycheck.

15.11.2 PAYROLL ERRORS: Any payroll errors shall be corrected and a supplemental check issued not later than five work days after the employee provides notice to the payroll department. In

case of overpayment, the employee shall notify the District and shall repay the District in the manner in which the overpayment was accrued. If the overpayment was occurred over a period of month or years, the employee may choose to repay the District in a lump sum. Any outstanding overpayment yet to be paid in full by the employee would be due and payable if an employee who received overpayment were to end his/her employment relationship with the District.

15.12 INCONSISTENT DUTY (Out-Of-Class Pay):

15.12.1 By definition an "inconsistent duty" is an assignment which requires skills and aptitudes that do not reasonably or logically relate to the employee's regularly assigned duties and general job description.

15.12.2 If during a regular work day an employee is asked to perform inconsistent duties, he/she shall receive no less than their regular rate of pay for the time required to complete the inconsistent duties assigned.

15.12.3 Adjustment of compensation for an employee to a higher rate of pay for the performance of inconsistent duties shall receive the rate of pay for that higher classification or a minimum of 5% increase over employee's regular rate of pay.

15.12.4 Inconsistent duty shall be offered or assigned to those with proper training only in situations where an immediate and temporary need exists due to an employee absence and the hiring of a substitute is impractical of undesirable and where, if the work is not done, services to students would be adversely affected. Assignment of inconsistent duties shall not conflict with and employee's rights under the California Education Code.

15.13 LONGEVITY: Classified staff members shall be eligible for a 1.5% longevity increase on July 1st of the following fiscal year after the end of the employee's 10th year. Classified staff members shall be eligible for a 3% longevity increase on July 1st of the following fiscal year after the end of the employee's 15th, 20th and 25th years.

15.14 LONGEVITY: Classified staff members shall be eligible for a 1.5% longevity increase on July 1st of

the following fiscal year after the end of the employee's 30th year.

15.15 SALARY SCHEDULE INCREASES

15.15.1 For the 2022-2023 school year, the parties agree to a 1.0% salary increase to the classified salary schedule effective July 1, 2022. Additionally, the parties agree to a one-time payment to all classified unit members hired before July 1, 2022, in the amount of 3.0% of each employee's base salary, after the aforementioned 1.0% salary schedule increase. Further, the parties agree to reopen on Article 15 Wages and Allowances for the 2023-2024 and 2024-2025 school years.

15.16 RETIREMENT INCENTIVE: The Golden Handshake will be offered to unit members in 2022-2023.

ARTICLE 16
HEALTH AND WELFARE BENEFITS

16.1 The Board shall provide medical benefits for all eligible employees. Regular classified employees working eight (8) hours or more per day shall receive full medical benefit allowances as granted by the Board of Education. Regular classified employees working less than eight (8) hours per day shall receive their medical benefit allowance, including the discretionary amount, paid on a prorated basis to the hours, days and months served.

The Board shall provide dental benefits for all eligible employees. Regular classified employees working six (6) hours or more per day shall receive full dental benefit allowances as granted by the Board of Education. Regular classified employees working less than six (6) hours per day shall receive their dental benefit allowance, including the discretionary amount, paid on a prorated basis to the hours, days and months served.

Specific coverage and carriers are set forth in the District fact sheet.

16.2 MEDICAL: The District shall contribute the full premium of the lowest cost Kaiser Foundation Plan coverage available for single, dual and family levels. Employees who choose more costly coverage shall authorize payroll deductions for the difference in premium costs. The District shall contribute up to the full premium of the California Public Employees' Retirement (CalPERS) plan's lowest cost coverage available for single, dual and family levels. Employees who choose more costly coverage shall authorize payroll deductions for the difference in premium costs. Employees who choose less costly coverage shall receive only the amount equal to the premium of the plan chosen.

16.3 DENTAL: The District shall contribute the full premium of the highest cost single coverage plan available for a combined dental and orthodontics plan through Delta Dental Plan as currently contracted by the District or an equivalent plan as provided by the District.

16.4 GROUP LIFE INSURANCE: The Board agrees to contribute the current monthly rate for \$50,000 life insurance coverage for all employees.

16.5 CASH IN LIEU: Unit members employed as of January 24, 2012, who have elected to receive the “cash in lieu” coverage amount of \$265.00 per month will be allowed to continue receiving the “cash in lieu” coverage amount. The “cash in lieu” coverage amount will be paid directly to the Unit member on the monthly District payroll. Such Unit members will be considered “grandfathered” into the “cash in lieu” program and coverage after January 24, 2012, since the program will no longer be an option for Unit members going forward. Unit members grandfathered into the “cash in lieu” coverage amount must continue to provide annual proof during the open enrollment process of valid medical coverage through another carrier.

After January 24, 2012, all Unit members and future Unit members will no longer have the choice to elect the “cash in lieu” coverage amount because the program will be discontinued as a coverage option. After January 24, 2012, if a Unit member who has been grandfathered into the “cash in lieu” program elects to discontinue their “cash in lieu” coverage and instead elects to join one of the District’s medical insurance coverage plans, the Unit member forfeits their grandfathered status and does not have the option to re-elect their “cash in lieu” coverage.

16.6 SELECTION OF HEALTH PLAN CARRIERS: The Board reserves the right to select Health Benefit carriers that will provide the optimum coverage for the funds available to the Board for contribution to employee Health and Welfare Benefits.

16.7 DURATION OF BENEFITS: Members of the bargaining unit who terminate employment shall cease to receive coverage on the first day of the following month of termination to the District. The provisions of this Article, employee benefits, shall remain in full force for the duration of this Agreement as specified in Article 1.

16.8 DOMESTIC PARTNER COVERAGE

16.8.1 Effective upon ratification of this Agreement, the District shall permit domestic partners and their dependents to participate in the District’s health and welfare benefits plans. Such participation shall be subject to the criteria established by the carrier and the terms and conditions set forth in this agreement and attachments which shall not conflict with the conditions established by the carrier. The District’s policy on Domestic Partnership will comply with the State of California, Secretary of State Requirements for Domestic Partnership.

16.8.1.1 DEFINITION: A domestic partnership exists when all of the conditions outlined under Family Code Section 297 are met. Domestic partners must register with the Secretary of State, and provide a copy of the Declaration of Domestic Partnership to the District Business Office. See Appendix D for the Declaration of Domestic Partnership form and instructions.

16.8.1.2 Domestic partners who are unable to secure a copy of a previously-filed Declaration of Domestic Partnership must complete the Affidavit of Marriage/Domestic Partnership form (See Appendix D).

16.8.1.3 TERMINATION: Upon termination of the partnership, the unit members shall notify the District by submitting a copy of the State of California, Secretary of State Notice of Termination of Domestic Partnership form (Appendix D) within thirty (30) days of the end of the domestic partnership. All benefits provided by this section shall cease as of the last day of the month following the receipt of the Statement of Termination of Domestic Partnership.

- a. If the District suffers any loss as a result of the unit member's failure to file the statement, the unit member shall be liable to the District for actual loss engendered by the failure to receive notice that the domestic partnership has been terminated.
- b. In addition to submitting a copy of the Declaration of Domestic Partnership to the District (or the Affidavit of Marriage/Domestic Partnership form), the employee shall also provide a signed statement indicating that the unit member agrees that he or she is required to reimburse the District for any expenditure made by the District for any administrative charges or other costs on behalf of the domestic partner if any of the submitted documentation is found to be incomplete, inaccurate, or fraudulent.

16.8.1.4 Employer-paid health care coverage for the domestic partner and dependents is considered taxable income to the unit member unless the domestic partner/dependent is a dependent as that term is defined by Section 152(a) of

the Internal Revenue Code. This benefit coverage is subject to federal income tax and Medicare and must be reported as imputed income on the unit member's Form W-2. The District must pay FICA and Medicare taxes on these amounts and ensure adequate withholding.

The non-unit member domestic partner may elect to continue coverage through COBRA subject to the carrier's requirements.

The District shall be indemnified by the unit member against any legal action pursued by another party under community property, contract, or family laws.

16.9 HEALTH INSURANCE FOR RETIRED EMPLOYEES: The District will pay the Individual Health Insurance monthly premium for employees according to the following employee categories:

1. All current employees hired by the District prior-to January 1, 2002, shall be grandfathered into the language which states the District will pay the Individual Health Insurance monthly premium for employees age 50 or over and have ten (10) full years of service with the District. It shall be the intent of the District to continue these payments until the employee reaches age 65.

2. All current employees hired by the District on or after January 1, 2002, shall be covered by language which states the District will pay the Individual Health Insurance monthly premium for employees age 55 or over and have fifteen (15) full years of service with the District. It shall be the intent of the district to continue these payments until the employee reaches the age of 65.

3. All future employees hired by the District on or after January 1, 2012, shall be covered by language which states the District will pay the Individual Health Insurance monthly premium for employees age 60 or over and have twenty (20) full years of service with the District. It shall be the intent of the district to continue these payments until the employee reaches the age of 65.

16.9.1 The employees must permanently separate from the District and begin drawing a pension from either CalSTRS or CalPERS within 120 days of such separation in order to be eligible for health

plan coverage. Employees who choose less costly coverage shall receive only the amount equal to the premium of the plan chosen.

16.10 LEAVE OF ABSENCE (without pay):

16.10.1 Employees who have been granted a leave of absence by the District for other than illness shall continue to have the option to maintain their District paid insurance plans for the period of leave granted. Arrangements for their personal premium payments to the district for this continued coverage must be made through the District office.

16.10.2 Employees who have been granted a leave of absence by the District for extended disability due to health reasons shall have their district paid insurance plans maintained at District expense during the term of the leave.

16.10.3 The above 16.10.1 and 16.10.2 are contingent on continued approval by the insurance carriers involved.

16.11 BENEFITS CHANGES

During the term of this agreement, any increases to the Health and Welfare Benefits under the St. Helena Teachers' Association (SHTA) contract will be applied to the CSEA contract also.

ARTICLE 17
DISCIPLINARY ACTION

17.1 PROCEDURE: Discipline shall be imposed upon permanent bargaining unit members pursuant to this Article.

17.2 Disciplinary Action is defined as follows:

17.2.1 Dismissal is removal from the employment of the District.

17.2.2 Suspension is temporary removal from the employment of the District without pay for a specific period of time.

17.2.3 Involuntary demotion is placement in a lower classification.

17.3 PROGRESSIVE STEPS: In handling disciplinary matters, it is intended that progressive steps be utilized unless the District concludes that the circumstances giving rise to the discipline are of such a nature that more severe action is appropriate. The discipline shall be commensurate with the offense. Progressive steps include:

17.3.1 Verbal reprimand within ten (10) work days of knowing of the infraction.

17.3.2 Written Notice of Concern, with a copy to the employee's personnel file within ten (10) work days of knowing of the infraction. The employee will be given notice as to their rights relative to materials being placed in their personnel file. Within five (5) work days, the employee has the right to request a meeting with the Superintendent to discuss the issues relative to the written warning. The Superintendent shall schedule a meeting with the employee within a reasonable amount of time, not to exceed thirty (30) work days. The Superintendent shall have the final decision relative to the written warning.

17.3.3 Suspension without pay.

17.3.4 Dismissal.

17.4 PROBATIONARY EMPLOYEES:

17.4.1 Probationary employees may be dismissed without cause at any time.

17.4.2 Permanent employees completing a probationary period resulting from promotion shall be returned to the previous class in which they had permanence when released from probation without cause.

17.5 IMMEDIATE SUSPENSION: The Association and the District recognizes that situations can occur which threaten the health or property and welfare of students or employees. If the employee's presence would lead to a clear and present danger to the lives, safety, or health of students or fellow employees, the District may suspend the employee without pay following an informal hearing with the Superintendent or designee. The suspension may not exceed five (5) work days.

Within five (5) work days the District shall provide the employee a written notice of discipline and notice of right to a hearing in accordance with this Article. If the employee requests a hearing and the suspension is found unwarranted or of undue length, the employee shall be reimbursed the appropriate back pay.

17.6 DISCIPLINARY PROCEDURE:

17.6.1 Relief of Duties: an employee may be relieved of duties without loss of pay at the option of the District.

17.6.2 Written Notice of Discipline:

17.6.2.1 When the District seeks dismissal, demotion or suspension without pay, notice of such discipline shall be made in writing and served in person or by registered certified mail upon the employee at the last known address. The notice shall indicate (1) the cause, (2) the specific charges against the employee when known, including times, dates and location of chargeable actions, or omissions with specificity adequate to provide notice of the alleged action or omission, and (3) the penalty proposed. The Association shall also be

notified of the name of the employee, the disciplinary action pending, and where applicable, the date by which a hearing must be requested.

17.6.2.2 No charge shall be made based on facts which occurred prior to the employee's becoming permanent nor more than two (2) years prior to the filing of this statement of charges unless such facts were concealed or not disclosed by such employee when it could be reasonably assumed that the employee should have disclosed the facts to the District.

17.6.2.3 Right to a Hearing. The employee may request a hearing in writing either by mail or personal delivery within five (5) work days after service of the statement of charges. A card or paper shall be provided to the employee, the signing of which shall constitute a demand for a hearing and denial of all charges. In addition, the employee may submit a written response, which shall be considered by the District. In the absence of the request for a hearing within the five (5) work days, the District shall determine whether to proceed with discipline.

17.6.2.4 Access to Material. The employee may, upon request, have copies of the material upon which the charges are based.

17.7 FORMAL HEARING:

17.7.1 If the Superintendent recommends disciplinary action and the Board of Trustees accepts the recommendation, the employee and the Association shall be notified of the effective date of the discipline and the employee's right to appeal the material upon which the charges are based.

17.7.2 If the employee appeals, the hearing shall be held within a reasonable period of time.

17.7.3 The employee shall be present and may be represented at the hearing by a representative of his/her choice.

17.7.4 Technical rules of evidence shall not apply at the hearing.

17.7.5 The hearing shall be conducted before the Board of Trustees or before a designee/hearing officer.

17.7.5.1 Hearings before a Hearing Officer: Hearings regarding suspensions, demotions and dismissals may be held before a hearing officer at the option of the Board of Trustees President.

The District shall designate the hearing officer. The hearing officer shall submit a written recommended decision to the Board of Trustees that shall include proposed findings of fact and determination of issues. A copy of the recommended decision shall be sent to the employee.

Fees and expenses of the hearing officer and court reporter shall be borne equally by the District and the Association.

The Board of Trustees may accept, reject, or modify the recommended decision. If the Board of Trustees does not accept the recommendation, it shall first review the record of the hearing prior to rejecting or modifying the recommended decision. Any modified decision shall include findings of fact and determination of issues by the Board of Trustees. If the Board of Trustees rejects or modifies the recommended decision in a manner adverse to the employee, the District shall pay the hearing officer's cost and the cost of the reporter, if any.

The decision of the Board of Trustees shall be final and is not subject to the grievance procedure.

17.7.5.2 Hearing before the Board of Trustees: The hearing shall be in Closed Session unless the employee makes a written request for a public hearing at least two (2) work days prior to the hearing. The Board of Trustees may deliberate in Closed Session outside of the presence of the parties. Both parties shall have the right to appear and testify, to call witnesses, and to cross examine adverse witnesses. A written decision shall be sent to employee and the Association, including the findings of fact and determination of issues.

The decisions of the Board of Trustees shall be final and shall not be subject to the grievance procedure.

ARTICLE 18
PROFESSIONAL GROWTH

- 18.1 PURPOSE: The purpose of a professional growth plan is to encourage all classified employees to participate actively in job-related study and activities designed to improve service to St. Helena Unified School District as well as to promote professional and educational growth of the employee.
- 18.2 PROFESSIONAL GROWTH COMMITTEE: A professional growth committee consisting of a District Designee and a CSEA Designee must approve in advance all requests for professional growth training. The written request for approval must be submitted at least ten (10) days in advance of the class beginning. Approval shall never be given retroactively or after a class has started. The employee shall attach the class description outline to the professional growth form.
- 18.3 APPROVAL PROCEDURE: The District will reimburse the employee for the cost of a professional growth class that has been approved by the committee. The employee must provide the District with verification of successfully completing the approved class. Verification and receipts must be provided to the committee within sixty (60) workdays after completion of the class in order to be reimbursed. Verification after sixty (60) days will result in non-reimbursement of expenses incurred. Reimbursement for coursework will be issued in equal payments over a two-year period on the anniversary of receipt of the verification of completed coursework. If the employee leaves the district during this period, they will forfeit any unpaid reimbursement. A grade of "C" or higher must be earned unless the class is a non-graded class or workshop.

Reimbursement will only be granted for classes in the following categories:

- University, state and community college classes
- Adult school classes
- Trade schools and Regional Occupation Program classes
- Job-related workshops, institutes, seminars and conferences

Classes must be deemed beneficial to the District and related to the employee's current classification, related classifications or promotional opportunities within the bargaining unit.

No employee shall be reimbursed for more than 12 college semester units or trade school credits or four (4) classes per year. The maximum amount of reimbursement allowed per employee, per year, shall be \$2,000.00.

Employees are expected to complete these classes on their own time and not during work hours unless special circumstances are approved by the committee or the Superintendent.

Reimbursement for professional growth classes is limited to tuition, books and materials necessary for the class. Receipts must be provided in order to be reimbursed.

All approved coursework verification will be placed in the employee's personnel file.

Employees must be in paid status to receive any portion of the reimbursement.

Classes or in-service programs taken on work time and for which the District paid the tuition and/or expenses will not be counted.

It is the responsibility of the employee to apply in advance for course approval and to present timely evidence and receipts to the committee in order to be reimbursed.

- 18.4 The district will compensate unit members for up to ten (10) additional hours each year beyond the regular work day for completion of approved coursework through the district adopted professional development platform. Hours will be compensated as defined in Article 11.9 and may not exceed forty (40) hours during a defined work week to claim overtime compensation. Coursework requires pre-approval by the site administrator or district supervisor. Part time employees must also obtain pre-approval from their supervisor if the coursework time will exceed their daily or weekly work hours.

APPENDIX A
CLASSIFICATION AND DAYS OF SERVICE

		Days of Service*
Range 101	Bus Supervisor	182
Range 103	Playground Assistant	182
Range 105	Mail Courier	182
	Food Service Assistant I	183
Range 107	Food Service Assistant II	183
	District Driver	183
Range 108	Custodian I	183
	Administrative Clerk I	200
Range 109	Para-Educator I	183
	Student Conduct Specialist	183
Range 110	Administrative Clerk II	200
Range 111	School Bus Driver	183
Range 113	Custodian II	12 months
	Para-Educator II, Special Education	183
Range 114	Para-Educator III, Instructional Support	183
	Para-Educator III, AVID/MTSS Instructional Support	183
	Campus Supervisor	183
	Library/Computer Technician	190
	Secretary – Academic Services	207
	Grounds Specialist	12 months
	Transportation Assistant/Driver	195
Range 115	Custodian Team Leader I	12 months
	Library Media Specialist	190
	Brailist Transcriber	183
	Community Liaison	183
	Para-Educator III, Special Education	183
Range 116	Secretary – Academic Services, Senior	200
	Office Services Team Leader, Middle School	207
	Office Services Team Leader, Elementary	207
	Office Services Team Leader, Primary	207
	Library Media Specialist, Senior	190
	Food Production Team Leader	183
	Accounting Technician, Special Accounts	207
	Accounting Assistant	12 months
	Custodian Team Leader II	12 months
	Maintenance Specialist	12 months
Range 118	Office Services Team Leader, High Sch.	207
Range 120	Maintenance Specialist, Senior	12 months
Range 121	Maintenance Specialist, HVAC/Energy Mgmt	12 months
	Data and Technology Integration Specialist	12 months
Range 122	Maintenance Specialist, Senior Lead	12 months
Range 123	Instructional Technology Network Administrator	12 months
Range 125	Instructional Technology Systems Administrator	12 months
Range 126	Occupational Therapist	183

Shift Differential - + 2.5% Bilingual Secretary - +2.5%

Fiscal Year	St. Helena Unified School District	1% Applied 07/01/2022
2022-23	Classified Salary Schedule (CSEA)	Board Approved: 8/18/2022

Grade/Step	1	2	3	4	5	6	7	8	9	10	11	12	13
101	\$ 15.88	\$ 16.51	\$ 17.17	\$ 17.86	\$ 18.57	\$ 19.31	\$ 19.89	\$ 20.49	\$ 21.11	\$ 21.53	\$ 21.96	\$ 22.40	\$ 22.85
102	\$ 16.42	\$ 17.07	\$ 17.76	\$ 18.47	\$ 19.21	\$ 19.97	\$ 20.57	\$ 21.19	\$ 21.83	\$ 22.26	\$ 22.71	\$ 23.16	\$ 23.63
103	\$ 16.99	\$ 17.67	\$ 18.38	\$ 19.11	\$ 19.87	\$ 20.67	\$ 21.29	\$ 21.93	\$ 22.59	\$ 23.04	\$ 23.50	\$ 23.97	\$ 24.45
104	\$ 17.59	\$ 18.29	\$ 19.03	\$ 19.79	\$ 20.58	\$ 21.40	\$ 22.04	\$ 22.71	\$ 23.39	\$ 23.85	\$ 24.33	\$ 24.82	\$ 25.31
105	\$ 18.24	\$ 18.97	\$ 19.73	\$ 20.52	\$ 21.34	\$ 22.19	\$ 22.86	\$ 23.54	\$ 24.25	\$ 24.73	\$ 25.23	\$ 25.73	\$ 26.25
106	\$ 18.92	\$ 19.67	\$ 20.46	\$ 21.28	\$ 22.13	\$ 23.01	\$ 23.70	\$ 24.42	\$ 25.15	\$ 25.65	\$ 26.16	\$ 26.69	\$ 27.22
107	\$ 19.62	\$ 20.41	\$ 21.22	\$ 22.07	\$ 22.96	\$ 23.88	\$ 24.59	\$ 25.33	\$ 26.09	\$ 26.61	\$ 27.14	\$ 27.69	\$ 28.24
108	\$ 20.38	\$ 21.19	\$ 22.04	\$ 22.92	\$ 23.84	\$ 24.79	\$ 25.53	\$ 26.30	\$ 27.09	\$ 27.63	\$ 28.18	\$ 28.75	\$ 29.32
109	\$ 21.17	\$ 22.02	\$ 22.90	\$ 23.82	\$ 24.77	\$ 25.76	\$ 26.53	\$ 27.33	\$ 28.15	\$ 28.71	\$ 29.29	\$ 29.87	\$ 30.47
110	\$ 22.02	\$ 22.90	\$ 23.81	\$ 24.77	\$ 25.76	\$ 26.79	\$ 27.59	\$ 28.42	\$ 29.27	\$ 29.86	\$ 30.45	\$ 31.06	\$ 31.68
111	\$ 22.91	\$ 23.82	\$ 24.77	\$ 25.77	\$ 26.80	\$ 27.87	\$ 28.70	\$ 29.57	\$ 30.45	\$ 31.06	\$ 31.68	\$ 32.32	\$ 32.96
112	\$ 23.84	\$ 24.79	\$ 25.78	\$ 26.82	\$ 27.89	\$ 29.00	\$ 29.87	\$ 30.77	\$ 31.69	\$ 32.33	\$ 32.97	\$ 33.63	\$ 34.31
113	\$ 24.82	\$ 25.81	\$ 26.84	\$ 27.92	\$ 29.03	\$ 30.19	\$ 31.10	\$ 32.03	\$ 32.99	\$ 33.65	\$ 34.33	\$ 35.01	\$ 35.71
114	\$ 25.86	\$ 26.89	\$ 27.97	\$ 29.08	\$ 30.25	\$ 31.46	\$ 32.40	\$ 33.37	\$ 34.38	\$ 35.06	\$ 35.76	\$ 36.48	\$ 37.21
115	\$ 26.96	\$ 28.03	\$ 29.15	\$ 30.32	\$ 31.53	\$ 32.80	\$ 33.78	\$ 34.79	\$ 35.84	\$ 36.55	\$ 37.28	\$ 38.03	\$ 38.79
116	\$ 28.11	\$ 29.24	\$ 30.41	\$ 31.62	\$ 32.89	\$ 34.21	\$ 35.23	\$ 36.29	\$ 37.38	\$ 38.12	\$ 38.89	\$ 39.67	\$ 40.46
117	\$ 29.33	\$ 30.51	\$ 31.73	\$ 33.00	\$ 34.32	\$ 35.69	\$ 36.76	\$ 37.86	\$ 39.00	\$ 39.78	\$ 40.57	\$ 41.39	\$ 42.21
118	\$ 30.63	\$ 31.85	\$ 33.13	\$ 34.45	\$ 35.83	\$ 37.26	\$ 38.38	\$ 39.53	\$ 40.72	\$ 41.53	\$ 42.36	\$ 43.21	\$ 44.08
119	\$ 31.98	\$ 33.26	\$ 34.59	\$ 35.98	\$ 37.42	\$ 38.91	\$ 40.08	\$ 41.28	\$ 42.52	\$ 43.37	\$ 44.24	\$ 45.12	\$ 46.03
120	\$ 33.41	\$ 34.75	\$ 36.14	\$ 37.59	\$ 39.09	\$ 40.65	\$ 41.87	\$ 43.13	\$ 44.42	\$ 45.31	\$ 46.22	\$ 47.14	\$ 48.08
121	\$ 34.92	\$ 36.32	\$ 37.77	\$ 39.28	\$ 40.85	\$ 42.48	\$ 43.76	\$ 45.07	\$ 46.42	\$ 47.35	\$ 48.30	\$ 49.27	\$ 50.25
122	\$ 36.51	\$ 37.98	\$ 39.49	\$ 41.07	\$ 42.72	\$ 44.43	\$ 45.76	\$ 47.13	\$ 48.55	\$ 49.52	\$ 50.51	\$ 51.52	\$ 52.55
123	\$ 38.20	\$ 39.73	\$ 41.32	\$ 42.97	\$ 44.69	\$ 46.48	\$ 47.87	\$ 49.31	\$ 50.79	\$ 51.80	\$ 52.84	\$ 53.90	\$ 54.97
124	\$ 39.95	\$ 41.55	\$ 43.21	\$ 44.94	\$ 46.74	\$ 48.61	\$ 50.07	\$ 51.57	\$ 53.12	\$ 54.18	\$ 55.26	\$ 56.37	\$ 57.50
125	\$ 42.44	\$ 44.14	\$ 45.91	\$ 47.74	\$ 49.65	\$ 51.64	\$ 53.19	\$ 54.78	\$ 56.43	\$ 57.55	\$ 58.70	\$ 59.88	\$ 61.08
126	\$ 45.07	\$ 46.87	\$ 48.75	\$ 50.70	\$ 52.73	\$ 54.83	\$ 56.48	\$ 58.17	\$ 59.92	\$ 61.12	\$ 62.34	\$ 63.59	\$ 64.86

Catastrophic Leave Donation Form

Pursuant to Section 8.23, Unit members are allowed to donate leave to another unit member in accordance with Education Code.

School Year: _____

Date: _____

Name: _____

School Site: _____

DONATION

I, _____, hereby request the District to donate _____ day(s) or _____ hour(s) from my accumulated leave to _____ Unit Member of the California School Employees Association #287. I understand that this contribution is irrevocable and waive any right to appeal this decision to any court, administrative agency or arbitrator. I agree to hold harmless and release from any liability whatsoever, the Association, the district and all of their agents and employees, for any acts or omissions in any way relating to administration of this donation, and agree that I will not bring any complaints, grievances, charges, or causes of action against these persons or entities for any such acts or omissions.

Employee Signature

Date: _____

FOR DISTRICT USE ONLY

Current Sick Leave Hours _____

New Sick Leave Hours _____

Approved _____

Denied _____

Reason for denial: _____

Chief Business Official Signature



California Public Employees' Retirement System
P.O.Box 942715
Sacramento, CA 94229-2715
888 CalPERS (or 888-225-7377) TTY (877) 249-7442 Fax (800) 959-6545
www.calpers.ca.gov

AFFIDAVIT OF MARRIAGE/DOMESTIC PARTNERSHIP

I, _____ am unable to secure a copy of my **Marriage/Domestic Partnership Certificate**. To receive health benefit coverage for my spouse/domestic partner through the Public Employees' Medical and Hospital Care Act Program, I certify that on the _____ day of _____, in the year _____, (Day of Month) (Month) Year (YYYY) in the state (or Country if outside the U.S.) of _____, that I, _____, (Print Name) was legally and ceremonially married to/formed a domestic partnership with _____ (Spouse/Domestic Partner's Name)

I acknowledge this affidavit is a legally binding document. By signing this document below, I agree, pursuant to Government Code section 22818(a)(3), that I may be required to reimburse my employer, the health benefit plan, and/or CalPERS for any expenditures made for medical claims, processing fees, administrative expenses, and attorney's fees on behalf of the person I claim as my spouse/domestic partner, if any information submitted in this document is found to be inaccurate or fraudulent. I further agree to notify my Personnel Office or CalPERS immediately of any changes pertaining to marital/domestic partnership status. **Some domestic partners may not be eligible for CalPERS Health benefits. If you are applying for health benefits on the basis of domestic partnership, contact the California Secretary of State's office to determine whether you are eligible for domestic partnership with the State of California. Some exceptions may be made in the case of contracting agencies that defined and adopted domestic partnership criteria prior to January 1, 2000.**

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date (mm/dd/yyyy) Employee/Annuitant Signature

ACKNOWLEDGEMENT OF NOTARY PUBLIC

State of California, County of _____

On _____ before me, _____, (Date (mm/dd/yyyy)) Name of Notary

personally appeared _____, personally known to me or (proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

Witness my hand and official seal. **Notary Seal**

Signature of Notary Position Title Date (mm/dd/yyyy)



State of California
Secretary of State

FILE NO: _____

This Space For Filing Use Only

Declaration of Domestic Partnership

IMPORTANT – Read instructions before completing this form.

We the undersigned, do declare that we meet the requirements of Family Code section 297, which are as follows:

- Neither person is married to someone else or is a member of another domestic partnership with someone else that has not been terminated, dissolved, or adjudged a nullity.
- The two persons are not related by blood in a way that would prevent them from being married to each other in this state.
- Both persons are at least 18 years of age, OR if one or both persons are under 18 years of age, a certified copy of the court order(s) granting permission to the underage person(s) to establish a domestic partnership is attached.
- Both persons are members of the same sex, **OR** one or both of the persons is over 62 years of age and one or both meet the eligibility criteria under Title II of the Social Security Act as defined in United States Code, title 42, section 402(a) for old-age insurance benefits or Title XVI of the Social Security Act as defined in United States Code, title 42, section 1381 for aged individuals.
- Both persons are capable of consenting to the domestic partnership.
- Both persons consent to the jurisdiction of the Superior Courts of California for the purpose of a proceeding to obtain a judgment of dissolution or nullity of the domestic partnership or for legal separation of partners in the domestic partnership, or for any other proceeding related to the partners' rights and obligations, even if one or both partners ceases to be a resident of, or to maintain a domicile in, this state.

The representations are true and correct, and contain no material omissions of fact to the best of our knowledge and belief. Filing an intentionally and materially false Declaration of Domestic Partnership shall be punishable as a misdemeanor. (Family Code section 298(c).)

PARTNER 1	PARTNER 2
Printed Name (Last) (First) (Middle)	Printed Name (Last) (First) (Middle)
Signature of Partner as Stated Above	Signature of Partner as Stated Above
<u>OPTIONAL</u> Name Changes:	<u>OPTIONAL</u> Name Changes:
New Last Name	New Last Name
New Middle Name	New Middle Name
Date of Birth (required for name change)	Date of Birth (required for name change)

Mailing Address	City	State	Zip
-----------------	------	-------	-----

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of _____)

On _____ before me, _____
(insert name and title of the officer)

personally appeared _____,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are
subscribed to the within instrument and acknowledged to me that he/she/they executed the same in
his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the
person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing
paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (Seal)

Instructions for Completing the Declaration of Domestic Partnership (Form NP/SF DP-1)

For easier completion, this form is available on the Secretary of State's website at www.sos.ca.gov/registries/domestic-partners-registry/. It can be viewed, filled in and printed from your computer. If you do not complete this form online, please type or legibly print in black or blue ink. Do not alter this form.

Statutory filing provisions are found in California Family Code sections 297 and 298. All statutory references are to the California Family Code, unless otherwise stated.

Complete the Declaration of Domestic Partnership (Form NP/SF DP-1) as follows:

- Both persons must meet all of the requirements of Section 297, as stated on the front of the Declaration of Domestic Partnership form.
- Both persons must sign and affix their signatures to the same Declaration of Domestic Partnership form.
- Both persons must print their names legibly. The names must be printed in the order requested: Last name, First name, Middle name. If there is a suffix, i.e. Jr., Sr., etc., include this as part of the last name.
- One or both persons to a registered domestic partnership may change the middle or last names by which that person wishes to be known after registration of the domestic partnership by entering the new name and including their date of birth in the spaces provided on the Declaration of Domestic Partnership form. A person may adopt any of the following middle or last names: the current last name of the other domestic partner; the last name of either domestic partner given at birth; a name combining into a single last name all or a segment of the current last name or the last name of either domestic partner given at birth; or a hyphenated combination of last names. (Section 298.6.)
- A complete mailing address is required (address, city, state, zip code.) Print legibly. Do not abbreviate city names.
- The signature of both persons must be notarized with a certificate of acknowledgment. The Declaration of Domestic Partnership must be signed using the name of the individual prior to the name change, if any, listed on this form.

The completed form can be mailed to Secretary of State, Domestic Partners Registry, P.O. Box 942870, Sacramento, CA 94277-2870 or delivered in person to the Sacramento office, 1500 11th Street, 2nd Floor, Sacramento, CA 95814 **OR** can be hand delivered for over-the-counter processing to the Los Angeles regional office. Please refer to the Secretary of State's website at www.sos.ca.gov/registries/domestic-partners-registry/ for office locations and phone numbers.

FEES:

- The fee for filing Form NP/SF DP-1 is \$10.00.
- For same-sex partners, an additional \$23.00 fee must be paid at the time of filing the form, for a total of \$33.00.
- There is an additional \$15.00 special handling fee for processing a document delivered in person to the Sacramento office or to the Los Angeles regional office.

Payments for documents submitted:

- by mail to Sacramento can be made by check or money order.
- over-the-counter in Sacramento can be made by check, money order, cash, or credit card (Visa or MasterCard).
- over-the-counter in the Los Angeles regional office can be made by check, money order, or credit card (Visa or MasterCard). The Los Angeles regional office is not able to accept cash.

Checks or money orders should be made payable to the Secretary of State.

The additional \$23.00 fee will be used to develop and support a training curriculum specific to lesbian, gay, bisexual, and transgender domestic abuse support service providers who serve that community in regard to domestic violence, and to provide brochures specific to lesbian, gay, bisexual, and transgender domestic abuse. Brochures developed by the State Department of Public Health will be available upon request from the Secretary of State, as funding allows.

APPENDIX D.**ST. HELENA UNIFIED SCHOOL DISTRICT
CLASSIFIED EVALUATION**

Name _____
Job Title _____ Location _____

For Probationary Employee Only: Classified employee with less than 10 months service in the District.

☐ 3rd Month Evaluation ☐ 6th Month Evaluation ☐ 10th Month Evaluation Do you recommend permanency? Yes _____ No _____

☐ **Permanent Employee Evaluation** - Has satisfactorily completed the probationary period.

It is the responsibility of the Supervisor/Program Director to hold a conference with each employee and explain:

1. The purposes and uses of performance evaluation reports.
2. When necessary, make suggestions for changes or improvements.
3. If unsatisfactory evaluation, a written plan for improvement must be attached.
4. Topics for discussion and assessment:
 - Discussion of job performance.
 - What contribution do you feel you made to your school site or department over the last year?
 - What level of support was received by the employee?
 - What level of support is needed by site/department?
 - What service can be provided to help you be more successful on the job? (i.e., job training programs, computer classes, ideas for improved procedures).
 - What are the goals for the school site of department, and what is the plan of action for the Employee and Supervisor to meet these goals?
 - What are your long-term career goals at St. Helena Unified School District?

DIRECTIONS

E = Exceeds Requirements M = Meets Requirements NI = Needs Improvement U = Unsatisfactory
When "Exceeds Requirements," "Needs Improvement" or "Unsatisfactory" is checked, the evaluator must write an explanation.

Suggestions for improvement must be included under "Commendation(s)/Recommendation(s)" if "Needs Improvement or "Unsatisfactory" is checked. (Use additional page(s) if necessary.)

Performance Areas	E	M	NI	U	Commendations /Recommendations
1. <u>Knowledge of required skills</u> Has mastery of skills that are necessary to perform services required of the position.					
2. <u>Acceptance and implementation of suggestions</u> Accepts constructive criticism from the immediate supervisor and takes steps to implement the suggestions for improvement or change.					
3. <u>Quality of work</u> Work performed is accurate, thorough, neat, well organized and meets the expected standards of quality.					

Performance Areas	E	M	NI	U	Commendations/ Recommendations
4. <u>Amount of work performed</u> Completes assigned work on time.					
5. <u>Adjusts to work situation</u> Demonstrates flexibility in order to accommodate special needs.					
6. <u>Work habits</u> Demonstrates ability to organize work, care for equipment, use safety considerations, work without close supervision, use initiative.					
7. <u>Initiative</u> Alert to opportunities to improve methods and skills.					
8. <u>Attitude and cooperation</u> Gets along well with fellow employees, works harmoniously with others (such as public and students), shows enthusiasm for work.					
9. <u>Uses good judgment</u> Is capable of arriving at a logical decision appropriate to assignment.					
10. <u>Personal appearance</u> Demonstrates cleanliness, good grooming and appropriate attire.					
11. <u>Punctuality</u> Adheres to arrival, rest periods and departure times.					
12. <u>Attendance</u> Demonstrates good observance of working hours with only minimal absences from work.					
13. <u>Leadership</u> Directs and/or plans work of others.					

Evaluator Signature

Date

Employee Signature

Date

Signature of Employee does not necessarily imply agreement.

APPENDIX E.

St. Helena Unified School District

GRIEVANCE FORM -- LEVEL I

Statement regarding steps initiated by the employee to resolve the grievance by informal means:

Submission of Grievance: Aggrieved person completes all portions of this section. Additional pages may be attached.

Employee's Name: _____ Work Location: _____

Statement of Grievance: Include date of occurrence, administrator(s) involved, and relevant Information.

Articles(s) and section(s) in agreement alleged to have been violated: _____

Remedy sought: _____

_____	_____	_____
Date	Position/Grade Level	Signature

Upon completion of this section, the aggrieved person shall present original and copies #2, #3, and #4 to his/her immediate supervisor. Copy #5 should be retained by the aggrieved person.

XX

Immediate Supervisor's Response:

_____	_____	_____
Date	Title	Signature

Upon completion of this section, the immediate supervisor shall distribute the copies as follows: 1 copy to the aggrieved person, 1 copy to the Association, 1 copy to the Superintendent (Grievance File) and 1 copy retained by the immediate supervisor.

Response received by aggrieved person: _____
Signature Date

APPENDIX E.

St. Helena Unified School District

GRIEVANCE FORM -- LEVEL II

Appeal to the Superintendent: Aggrieved person completes all portions of this section.

Employee's Name _____ Work Location: _____

Restatement of Original Grievance and Proposed Remedy: _____

Basis for Non-acceptance of Immediate Supervisor's Grievance Resolution Efforts: _____

Additional information to Further Clarify the Continued Grievance Situation:

Additional information to Further Clarify the Continued Grievance Situation: _____

Additional Suggestions by the Aggrieved for Resolving the Matter: _____

Date _____

Position/Grade Level

Signature

Upon completion of this section, the aggrieved person shall present original and copies #2, #3, and #4 to the Superintendent. Copy #5 should be retained by the aggrieved person.

[illegible]

Superintendent's Response:

Date _____

Title

Signature

Upon completion of this section, the Superintendent shall distribute the copies as follows: 1 copy to the aggrieved person, 1 copy to the Association, 1 copy to the Immediate Supervisor and retain 1 copy for the Grievance File.

Response received by aggrieved person: _____

Signature

Date _____

APPENDIX E.

St. Helena Unified School District

GRIEVANCE FORM -- LEVEL III

APPEAL TO IN-HOUSE ADVISORY ARBITRATION COMMITTEE

REQUEST FOR IN-HOUSE ADVISORY ARBITRATION COMMITTEE

The aggrieved person completes this section.

Retain Copy #5

I hereby request that an In-House Advisory Arbitration Committee be convened to consider the grievance outlined on the attachments. My representative is:

My representative is: _____

Date _____

Employee's Signature

[illegible]

Report of the In-House Advisory Arbitration Committee:

Signed copies of the report of Committee shall be attached.

Date of formation of Committee

_____ Date of submission of report by the Committee

Date

Superintendent's Signature

Upon submission of the report of the In-House Advisory Arbitration Committee, the Superintendent shall attempt to bring a resolution to the grievance based on the findings and recommendations of the Committee. Copies of the Committee's report shall be distributed as follows: 1 copy to the aggrieved person, 1 copy to the Association, 1 copy to the Immediate Supervisor, 1 copy to the Grievance File.

St. Helena Unified School District

GRIEVANCE FORM -- LEVEL IV

REVIEW BY THE
BOARD OF EDUCATION

REQUEST FOR REVIEW BY THE BOARD OF EDUCATION

The aggrieved person completes this section.

Retain Copy #5

I hereby request that the grievance submitted by me on _____
original date of filing
be reviewed by the Board of Education. I request that the grievance review be conducted in
open/closed session.

Circle One

My representative is: _____

Date Employee's Signature

XX

_____ Date of formation of Committee. "Request for review" received

_____ Tentative date scheduled for Special/Regular School Board Meeting

Date Superintendent's Signature

All material developed pertaining to the grievance will be submitted to the Board of Education. New material, not previously presented at any level of the grievance, shall be presented in writing at least forty-eight (48) hours prior to the meeting date set by the Board. Upon completion of this form, it shall be distributed as follows: 1 copy to the aggrieved person, 1 copy to the Association, 1 copy to the Immediate Supervisor and 1 copy to the Grievance File.

St. Helena Unified School District

Job Description Bus Supervisor

Summary Descriptions:

Under the direction of the site principal and Director of General Services provides guidance and supervision at the loading docks and on the bus.

Duties, Responsibilities And Essential Functions:

- Rides the bus with students
- Sees that District safety rules and the District Code of Conduct are followed and reports special behavioral problems to the school principals and Director of General Services
- Consults with the principal on maintaining acceptable behavioral standards
- Issues citations for inappropriate behavior
- Organizes, directs and assists children
- Encourages and promotes courtesy among children
- Maintains order
- Makes suggestions for the improvement of the safety and welfare of children
- Administers first aid in routine accidents and makes reports as appropriate
- Completes other related duties as assigned

Qualifications:

- Knowledge of methods, practices and procedures pertaining to school and bus rules
- Demonstrates an empathetic, patient and receptive attitude with students, staff and parents
- Appreciates human diversity
- Ability to direct children Ability to understand and carry out oral and written directions
- Ability to communicate effectively with staff and students
- Some experience in working with and in organizing groups of children
- Equivalent to completion of elementary school

Days of Service: Salary Range:

182
Classified Salary Range 101

Approved:

St. Helena Unified School District**Position Description**

Position: Playground Assistant	Position Number:
Department/Site:	FLSA: non-exempt
Evaluated by:	Salary Grade: 103

Summary

Assists and oversees students' recreational playground activities, games, and crafts typically conducted on a school campus.

Distinguishing Career Features

The Playground Assistant in an entry-level position with potential for advancement to Para-educator. Advancement to this position requires a demonstrated ability to work with groups of children in a recreational, play, and craft setting. Advancement to Para-educator requires prospective incumbents demonstrate the ability to work with some latitude and discretion to assist in the instruction and evaluation of students in a classroom setting and work with students in remedial programs.

Essential Duties and Responsibilities

- Escorts children to and from play areas. Maintains order among children on the school grounds during breaks and lunch periods and in the cafeteria.
- Oversees children engaged in recreational, sports, play, and craft activities. May instruct children in games and other activities.
- Ensures proper behavior and safe use of playground equipment. Conducts visual inspections to note potential equipment problems.
- Observes and controls behavior of students according to approved procedures.
- Assists students in developing and observing acceptable rules of conduct.
- May assist in a cafeteria by supervising students in lunch lines.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

- **Knowledge and Skills**

The position requires basic knowledge of District and site policies, procedures and regulations regarding appropriate student behavior on grounds or in facilities. Requires basic knowledge of student behavior and the techniques for overseeing students in unstructured settings. Requires basic knowledge of sport, recreational activities, games, and crafts. Requires sufficient interpersonal skills sufficient manage student behavior. Requires basic report writing and record keeping skills.

- **Abilities**

Requires ability to enforce school regulations. Requires ability to work independently in carrying out the duties of the position. Requires ability to organize and monitor recreational, sports, games, play, and craft activities.

- **Physical Abilities**

Requires visual acuity to observe students. Sufficient ambulatory abilities to stand for extend periods of time, walk continually, and occasionally pull, push, or lift medium weight objects on an intermittent basis. Requires auditory ability to carry on conversations and project voice in a noisy outdoor or large indoor room environment.

- **Education and Experience**

The position requires a High School diploma plus experience working with youths in play-related settings.

- **Licenses and Certificates**

May require a valid driver's license.

St. Helena Unified School District**Position Description**

Position: Mail Courier	Position Number:
Department/Site:	FLSA: Non-exempt
Evaluated by:	Salary Grade: 105

Summary

Receives, sorts, and distributes mail, printed materials, and supplies to District offices and school-site locations, ensuring proper handling, receipt, and safe transport. Performs clerical services such as data entry and filing to assist others in administrative support.

Distinguishing Career Features

The Mail Courier is a customer service position, responsible for distributing mail, materials, and supplies to District sites. Advancement is possible through the clerical career path based on qualifications, need, and the ability to perform essential functions.

Essential Duties and Responsibilities**Courier Services**

- Receives and delivers parcels, supplies, printed materials, on scheduled routes and by special arrangement among all District sites. May deliver materials to and from the County Office of Education.
- Receives, sorts, and delivers incoming and outgoing mail for posting at the local-area post office. Receives improperly addressed parcels, conducts research to determine proper destination for delivery.
- Provides miscellaneous delivery and pick-up services such as for urgent supply requests, keys, and documents to and from the County Office of Education or other agency.
- May pick up and delivers bank deposits and other monies to local financial institutions. Accepts receipts and verifies that amounts balance transaction documents.

Mail Services

- Receives, sorts, and distributes incoming U.S. mail and intra-district mail. Prepares unstamped and unsealed mail and packages for delivery on campuses or for pickup by parcel post companies, including overnight mailings.
- Insures, certifies and signs for special mailings. Calculates postal rates and prepares postal documentation. Prepares charges to organizational units having charge-back arrangements. Prepares bulk mailings. Maintains mailroom records.
- Updates addressee listings in computerized databases, making changes and deletions and otherwise maintaining accuracy of databases.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

The position a basic knowledge of USPS and commercial mailing service codes and procedures. Requires basic knowledge of mail distribution methods. Requires basic knowledge of the servicing procedures for postage machines. Requires sufficient knowledge of personal computers to access information and use common office productivity software. Requires sufficient math skills to record numerical sequences, sums, averages, and percents. Requires sufficient human relation skills to convey a positive image of the District and its services.

▪ **Abilities**

Requires the ability to safely handle and transport cash, checks, and other types of funds. Requires the ability to obtain a certificate and operate a forklift. Requires the ability to evaluate and prioritize workload to optimize deadlines and deliveries. Requires the ability observe safety precautions, including those for proper handling and transport of materials and safe lifting techniques. Requires the ability to drive safely and courteously. Requires the ability to work independently and collaboratively with internal customers. Requires the ability to learn advanced mail handling and warehousing techniques.

▪ **Physical Abilities**

Requires the ability to function indoors and outdoors performing work of an active nature. Requires sufficient ambulatory ability to stand and walk for extended distances. Requires strength to lift, push, pull, and place medium weight items (under 50 pounds) onto shelves on a sustained basis. Requires sufficient hand-eye coordination to operate office equipment, a motor vehicle. Requires sufficient visual acuity to recognize moving objects at a distance, people, and printed material. Requires auditory ability to carry on conversations in person.

▪ **Education and Experience**

The position typically requires a high school diploma and 1 years of experience in a courier, mail, or warehousing capacity.

▪ **Licenses and Certificates**

Requires a valid Class C or higher driver's license.

▪ **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Food Service Assistant I	Position Number:
Department/Site: Food Service	FLSA: non exempt
Reports to/Evaluated by: Manager	Salary Grade: 105

Summary

Performs routine service level duties to assist with food preparation, serving, and clean up at a food production facility and/or various school service cafeterias.

Distinguishing Career Features

The Food Service Assistant I is the first level in a service-oriented career series. Assignments will be at a central production facility or remote site that serves food items. Food Service Assistants II will work on a more independent basis where duties expand from Level I to include recordkeeping, ordering food items and supplies, partial leadership over food service. Food Service Assistants II must attain a safety and sanitation certificate, demonstrate computer data entry skills, and ability to count cash.

Essential Duties and Responsibilities

The Food Service Assistant I is capable of performing work at a central food production facility or school site kitchen, and can be assigned to either or both:

School Site Cafeteria or Equivalent

- Arranges individually packaged and/or portioned food items along a service line so that students can make easy selection. Serves food items according to specified quantities.
- May prepare certain food items such as slicing meats, breads, sandwiches, and salad bar foods. Cuts fruits and vegetables and prepares serving trays. Operates miscellaneous kitchen equipment such as a slicing machine, mixer, and steam, tables, and warming oven.
- May distribute materials and food items to participants in special events. May assist in merchandising, promotion, and catering efforts that support education and school activities.
- May serve as a cashier, accepting money, operating a computer-aided point-of-sale register, and assisting in compilation of daily receipts.
- Restocks food service supplies and food product to meet demand.
- May assist in receiving, storing, and inventorying supplies and food product items.
- Records food temperatures at regular intervals during storage, heating, and service of food items.
- Washes, sanitizes, and cleans kitchen area surfaces, utensils, trays, and serving areas. May sweep floors.

- Receives and cleans, slices, cuts, or otherwise portions food items such as, but not limited to fruits, vegetables, frozen and cooked items, used for packaging and ingredients.
- Assists others in setting up food production and processing machines. Cleans, sanitizes, and arranges machine components. Assists with assembly.
- Learns to, and attends a food production station, assembling, sealing, and stacking standardized portions of food items onto transferable food carriers. Develops skills to maintain pace with acceptable units of production.
- Assembles and may assist with delivering meals to remote school sites.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires basic knowledge of institutional quantity food preparation, utensils, equipment, methods, procedures, and service; weights and measures; and kitchen safety and sanitation. Requires knowledge of safe work methods. Requires sufficient human relations skill to exhibit positive customer service and work as a productive member of a team.

▪ Abilities

Requires the ability to perform the routine duties of the position under direct supervision. Requires the ability to follow safety and sanitation guidelines. Requires the ability to learn and operate commercial kitchen utensils and equipment and production machines such as, but not limited to, food sealers and slicers. Must be able to follow oral and written instructions. Must be able to count cash and make correct change by adding and subtracting, using decimals and fractions. Requires the ability to learn cashiering duties and to track student status on a computerized point of sales system. Requires the ability to work varying shifts and locations.

▪ Physical Abilities

Requires the ability to stand for extended periods of time, bend, kneel and stoop. Requires frequent lifting of light to medium (under 50 pounds) and pushing and pulling of heavy objects up to 75 pounds. Requires the ability to handle hot material and work in an environment dominated by wide temperature extremes that include hot temperatures and cold storage rooms. Requires sufficient hand-eye coordination maintain pace in a production setting, to use kitchen utensils and equipment, and move and position hot materials.

▪ Education and Experience

The position typically requires completion of a high school curriculum and less than one year of experience in a cafeteria or similar food service environment..

▪ Licenses and Certificates

Health screen authorizing the incumbent to work in food service.

▪ **Working Conditions**

Work is performed indoors where significant health and safety considerations exist from physical labor and handling of sharp objects, equipment, and materials in conditions that vary in temperature and stability.

St. Helena Unified School District**Position Description**

Position: District Driver	Position Number:
Department/Site: District Office	FLSA:
Reports to/Evaluated by: Chief Business Official	Salary Grade: CSEA Salary Schedule, Range 107

Summary

This position requires driving district-owned vans or cars to safely transport students of all grade levels in TK-12 to and from school to non-public school programs, on field trips, athletic activities, and other special trips and to perform related work as required.

Primary Function

Under general direction of the Chief Business Official, the district driver is responsible for driving district-owned vans or cars to safely transport students of all grade levels in TK-12 to and from school to non-public school programs, on field trips, athletic activities, and other special trips and to perform related work as required. Incumbents in this entry-level position must ensure the safety of students during transport, and that the vehicle is in a safe operating condition.

Essential Duties and Responsibilities

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

- Transports district students receiving Special Education services to non-public school placements.
- Transports students enrolled in district Special Day Classes to and from school, and to designated points within and outside of the district and county, based on student needs.
- Transports students, staff and chaperones on field trips, athletic activities, and other special trips.
- Follows laws and regulations regarding vehicle operation as prescribed by the California Motor Vehicle Code and the California Highway Patrol.
- Safely transports pupils over designated routes in accordance with time schedules.
- Loads and unloads pupils safely, quickly, and efficiently; physically assists pupils in and out of the vehicle when required; and escorts students across streets when necessary, stopping traffic as required.
- Operates a wheelchair ramp and lift; safely and properly securing wheelchairs inside vehicles.
- Properly utilizes safety harnesses and restraints as required.
- Secures and transports pupil's medication as necessary.
- Maintains good order among students while the vehicle is in motion and while parked in loading/unloading zones, using methods suitable to the special needs of individual pupils.
- Cooperates with staff and parents at all times, including when loading and unloading pupils, when delivering written notes and notices between teachers and parents, and when informing parents and teachers of route changes.
- Transports students and teachers on special trips to various locations, choosing the best route and departing/arriving as scheduled.
- Fuels the assigned vehicle, and performs inspections (fluid levels, tire pressure, exterior condition, etc.) prior to each operation for safety purposes as required by law and report any mechanical defect.

- Keeps vehicle clean inside and outside.
- Follows Board and Administrative Regulations.
- Follows procedures as required by law in case of an accident.
- Renders first aid or emergency assistance as needed.
- Completes required records regarding assigned students and vehicle operation in an accurate and timely manner.
- Exercises safe driving practices and maintains a safe driving record.
- May assist with routine districtwide deliveries, such as picking up and delivering materials, including lunches, between schools.

Qualifications

▪ Knowledge and Skills

Requires knowledge of First Aid procedures (must possess a First Aid Certificate issued by the American Red Cross or other recognized authority). Requires knowledge of safe driving practices, and provisions of the California Motor Vehicle Code, Highway Patrol Regulations, and the Education Code applicable to the operation of vehicles in the transportation of students. Requires knowledge of methods of maintaining order in an age/disability appropriate manner.

▪ Abilities

Requires the following abilities for successful execution of the job functions:

- Drive all types of student transport vehicles within the district fleet safely and efficiently.
- Maintain order among students while driving a school vehicle.
- Communicate effectively and follow oral and written directions.
- Complete and maintain accurate and legible records and reports.
- Establish and maintain friendly, cooperative, and effective working relationships with all persons contacted in the course of work.

▪ Physical Abilities

Incorporated within one of more of the essential functions of this position are the following essential physical requirements:

- Physical, mental, and emotional stamina to perform the duties and responsibilities associated with this position.
- Visual acuity sufficient for the purposes of reading instructions, maps, labels, documents, and other printed matter; for the safe operation of equipment, and for driving a school vehicle and observing students.
- Auditory acuity sufficient to understand speech at normal levels in person, on the telephone, and/or on a two-way radio.
- Speech clarity with sufficient volume so others will be able to understand a normal conversation in person, on the telephone, and/or on a two-way radio.
- Manual dexterity sufficient to write, use the telephone, do business and cleaning in a safe and efficient manner.
- Physical strength to lift/carry equipment and supplies weighing up to 25 pounds and children weighing up to 60 pounds.
- Physical agility to push/pull, squat, twist, turn, bend, stoop, reach overhead, climb, and run.
- Physical mobility sufficient to move about the work environment, drive a vehicle or van and respond to emergency situations.

District Driver

- Physical stamina sufficient to sit for prolonged periods of time.
- Mental acuity to collect and interpret data, define problems, establish facts, draw valid conclusions, and make sound judgements/decisions.

Education and Experience

- Requires a high school diploma or equivalent and one year of experience in a driver capacity.
- Bilingual Spanish/English highly desired but not required.

Licenses and Certificates

- Valid California "Class C" or higher driver's license
- Current First Aid/CPR Certificate
- Both initial and random drug and alcohol testing are required for this position and are provided by the District. Driver must maintain negative drug and alcohol test results. Requires a Department of Motor Vehicles driving record pull authorization (provided by the District).

Working Conditions

School transportation working environment subject to sitting for long periods of time, bending to clean the vehicle, crouching to check tires, climbing steps, pushing/pulling of shifting lever and pedals, and reaching all directions. While performing the duties of this job, the employee may occasionally encounter outside weather conditions. The noises level in the work environment is usually moderate and occasionally loud.

St. Helena Unified School District**Position Description**

Position: Food Service Assistant II	Position Number:
Department/Site: Food Service	FLSA: non exempt
Reports to/Evaluated by:	Salary Grade: 107

Summary

Operates a stand-alone food service and performs food preparation, packaging/portioning, service, cashiering, data entry, and clean up. Maintains an inventory of food, determines quantity of food required, and makes the appropriate orders. Maintains food service records in compliance with state and federal requirements.

Distinguishing Career Features

The Food Service Assistant II is the second and senior-level in a service-oriented career ladder. Assignments will usually be at a satellite kitchen site, moveable snack/buffet bar, or in a partial leadership role at a production facility. Advancement to Food Service Assistant II requires the ability to independently operate a small food service facility, perform all the services of a Food Service Assistant I at a school site including record keeping and computer data entry, comply with food service safety and sanitation guides, and order adequate quantities to meet daily demand.

Essential Duties and Responsibilities

The Food Service Assistant II is capable of performing prep work at a central food production facility, participating in one or more production phases, or at a limited kitchen.

Limited Kitchen

- Organizes and sequences food preparation and service that includes receiving of food items from a central kitchen, organizing and assigning heating and final prep to other team members, and coordinating service.
- Maintains HACCP food production records, inventory, and ordering documents. Maintains product and supplies in storage and service areas.
- Participates in, and may serve as facilitator for on-site catering events. Prepares and arranges themes, food items, and utensils.
- Prepares and maintains various records and prepares reports on operations and activities including orders, inventory, sales, meals served, and monies collected.
- Prepares and serves pre-packaged food items according to specified quantities and from established menus. Prepares and serves substitute food items to accommodate variances in student counts. Restocks food items in appropriate storage to ensure ability to re-serve.
- Arranges individually packaged and/or portioned food items along a service line so that students can make easy selection.
- Prepares certain food items such as slicing meats, breads, sandwiches, and salad bar

foods. Cuts fruits and vegetables and prepares serving trays. Operates miscellaneous kitchen equipment such as a slicing machine, mixer, and steam table, and warming oven.

- Monitors food products to ensure no out-of-condition food is served. Protects food from contamination. Records food temperatures at regular intervals during heating of food items.
- Serves as a cashier, accepting money and meal cards and assisting in compilation of daily receipts and counts.
- Enters student information onto databases used for school food service, entering data to established data entry screens.
- Operates a hand operated snack and/or ala carte service cart. Arranges and sells food items and accounts for cash, student meal cards, and records of meal counts.
- May participate in nutrition education, merchandising, and promotion activities that include decorating food service areas, bulletin boards, contests, etc.
- May launder linens and other materials requiring special cleaning and handling.

Central Food Prep

- Sets up and sets the pace for food production stations that assemble, seal, and stack standardized portions of food items onto transferable food carriers. Maintains pace with acceptable units of production, quality and schedules.
- Sets up for, and receives, cleans, slices, cuts, or otherwise portions food items such as, but not limited to fruits, vegetables, frozen and cooked items, used for packaging and ingredients.
- Calibrates food production and processing machines for use. Cleans, sanitizes, and arranges machine components. Assembles, adjusts, and tests machines to match processing instructions.
- Assembles, counts, and may assist with delivering meals to remote school sites.
- Assembles, counts meals to match orders, and arranges food carts for delivery to school sites. May deliver meals to school sites and satellite kitchens.
- Assists in receiving, inspecting, storing, and inventorying perishable and durable food items and supplies.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills

The position requires working knowledge of institutional quantity food preparation, methods, procedures, and service. Requires working knowledge of food storage, safety, and sanitation procedures. Requires working knowledge of kitchen/production facility safety and safe work procedures. Requires working knowledge of food production line processes. Requires sufficient arithmetic skills to add, subtract, and use decimals and

fractions to count cash and make change, compute weights, measures, counts, and portions. Requires sufficient reading skills to interpret menus, ingredient lists, and preparation instructions. Requires sufficient human relations skill to exhibit positive customer service and work as a productive member of a team.

▪ **Abilities**

Requires the ability to perform the essential duties of the position. Requires the ability to independently maintain and use a kitchen or one or more production environments. Must be able to understand and follow Food Service policies, procedures, rules and regulations. Must be able to orient and train fellow food service staff, perform basic recordkeeping functions, and complete routine food service reports. Must be skilled in operation of commercial kitchen equipment used for preparing and serving portioned foods and/or production equipment used for portioning and packaging food items. Requires the ability to sequence food preparation activity in order to serve a variety of food items at the same time. Requires the ability to follow oral and written instructions. Requires the ability to interpret menus and ingredient lists. Requires the ability to work varying shifts and locations.

▪ **Physical Abilities**

Requires the ability to stand for extended periods of time, bend, kneel and stoop. Requires frequent lifting of medium to heavy weights (under 50 pounds) and pushing and pulling of heavy objects up to 75 pounds. Requires the ability to handle hot material and work in an environment dominated by wide temperature extremes. Requires sufficient hand-eye coordination maintain pace in a production setting, to use kitchen utensils and equipment, and move and position hot materials.

▪ **Education and Experience**

The position typically requires a High School diploma plus formal training in meal planning, sanitation, record keeping, and general cafeteria organization and 2 years of experience in institutional cooking in an education or equivalent setting.

▪ **Licenses and Certificates**

May require a valid driver's license. Requires a food service Safety/Sanitation Certificate authorizing incumbent to work in Child Nutrition programs at a school site and in contact with students.

▪ **Working Conditions**

Work is performed indoors where significant health and safety considerations exist from physical labor and handling of sharp objects, equipment, and materials in conditions that vary in temperature and stability.

St. Helena Unified School District**Position Description**

Position: Custodian I	Position Number:
Department/Site: Custodial Services	FLSA: Non-Exempt
Reports to/Evaluated by:	Salary Grade: 108

Summary

Performs custodial cleaning and light maintenance of school site classroom, multi-use, office, immediate grounds, and related facilities to be in user-ready condition.

Distinguishing Career Features

This is the first level in a Custodial career path. Custodians I typically serve on evening shifts, but remain available to assist with special events and projects when schools are not in session. The Custodian II requires compliance with the stated qualifications, a minimum of two years on the job, ability to clean the assigned space to district specifications, and ability to use appropriate customer services when dealing with others.

Essential Duties and Responsibilities

- Sweeps, scrubs mops, washes, and polishes floors. Washes windows, counters, and walls. Vacuums rugs and carpets. Dusts and polishes furniture and woodwork. Cleans chalk boards and erasers. Empties pencil sharpeners.
- Maintains and makes minor repairs to buildings and fixtures. Reports other repair and maintenance needs and assists others in making repairs.
- Cleans, scrubs and disinfects restrooms. Polishes metalwork, cleans sinks, mirrors, and other restroom fixtures. Replenishes supplies including paper towels, soap, toilet paper, and related items.
- Empties and cleans waste receptacles. Picks up paper. Picks up trash containers and empties into large bins.
- Moves furniture and equipment. Sets up meeting rooms, classrooms, and other school facilities for special meeting and events.
- Raises and lowers flags. Washes walks and public areas. Cleans drinking fountains. Makes emergency cleanups in cafeteria and other areas.
- Grooms landscaping around school site buildings, parking, and play areas. Removes trash, rakes and grooms planted areas, picks up students' personal effects and transfers to lost-and-found,
- Secures doors and windows, and checks assigned areas for vandalism. Turns lights on and off. Unlocks and locks doors and gates.
- Observes pedestrian/visitor activity at the assigned site, reporting unusual activity or behavior to the appropriate level of authority. Reports safety sanitary, and fire hazards.

- Restocks supply and storage areas. May provide some delivery services.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires a basic knowledge of the methods, materials, tools and equipment used in custodial care and routine facilities maintenance. Must have a basic knowledge of work hazards and safe work techniques, including lifting procedures. Requires some knowledge of chemical reactions and proper safety precautions for use. Requires basic knowledge of building repairs. Requires sufficient reading and writing ability to read work instructions and document work activity onto standardized forms. Requires sufficient human relations skill to exercise courtesy when dealing with others.

▪ Abilities

Requires the ability to perform all essential duties of the position with general supervision. Must be able to observe all safety precautions and procedures. Requires the ability to perform routine maintenance tasks and to determine when to refer more complex maintenance requirements to a team leader. Must be able to operate and maintain tools and equipment. Requires the ability to follow oral and written directions and read MSD sheets. Requires the ability to work independently and collaboratively. Requires the ability to learn and apply District policies and procedures within a reasonable period of time. Requires the ability to complete hazardous materials awareness training within a reasonable period of time. Requires the ability to perform work assignments on varying shifts.

▪ Physical Abilities

Incumbent must be able to function effectively indoors and outdoors engaged in work of primarily an active nature. Requires the ability to maintain cardiovascular fitness to engage in strenuous physical labor. Requires near visual acuity to write, to read directions and product labels, and to observe environmental conditions. Requires sufficient hearing and speech for ordinary communication, to hear sound prompts from equipment, and to determine if equipment is functioning properly. Requires manual and finger dexterity to write and to clean and make minor repairs. Requires the ability to lift (from overhead, waist and floor levels, max. 50 lbs.), carry (max. 75 lbs.), push, pull, bend, squat, reach (from low, level, and overhead), and twist and turn head and trunk to clean and to remove trash, move furniture and equipment. Requires the ability to stand and walk for extended periods of time.

▪ Education and Experience

The position requires a High School diploma or GED and 1 year custodial experience.

▪ Licenses and Certificates

Requires valid California Driver's License.

▪ Working Conditions

Work is performed indoors and outdoors where significant health and safety considerations exist from physical labor and handling of materials that include waste and blood born pathogens.

St. Helena Unified School District

Position Description

Position: Administrative Clerk I	Position Number:
Department/Site: various	FLSA: non-exempt
Reports to/Evaluated by: various	Salary Grade:108

Summary

Performs routine and/or standardized duties associated with secretarial, receptionist or clerical work and providing general office or program assistance. Duties will vary according to area of assignment, which may include a school site, District office or special program.

Distinguishing Career Features

The Administrative Clerk I is the first in a career path for clerical and secretarial support. Work is generally focused in these areas: keyboarding/typing and data entry, receptionist, filing and retrieval of information to and from records, customer service transactions, and routine reports on established forms. The Administrative Clerk II requires a working knowledge of the terminology and procedures used at a school site or academic department, the ability to locate and extract information from student databases, the ability to monitor limited scope budgets, troubleshoot problems encountered with customer service transactions, and assist with projects of limited scope.

Essential Duties and Responsibilities

- Serves as receptionist to a department, school site, or function. Greets visitors, staff or students in person or over the telephone, and provides standard information related to area of assignment. Answers incoming phone lines and routes calls.
- Types (keyboards) routine letters, memoranda, reports, work orders, requisitions or other materials from straight copy, rough drafts or verbal instructions.
- Maintains records and alphanumeric files of documents processed for ready access. Ensures the timely distribution and receipt of a variety of records and documents.
- Reviews, prepares, and enters information from documents into data entry screens to databases that have established formats and limited access.
- Assists others to assemble and organize materials for distribution such as, but not limited to, registration packets, schedules, correspondence, and newsletters.
- May receive and process private student information. Maintains security and privacy of information processed or received during the course of performing assigned duties.
- May assist with setup of programs, workshops, and meetings. This includes assembling files and materials.
- Receives, sorts and distributes incoming and outgoing mail. Composes routine correspondence.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

The position requires basic knowledge of secretarial practices, general office procedures, filing, record keeping and receptionist and telephone techniques and etiquette. Requires basic knowledge of typical departmental procedures regarding information and document flow. Requires sufficient knowledge of and skill at accessing and using personal computer applications such as office productivity suites, business and student data entry formats, and e-mail. Requires sufficient math skill to compute sums, percents, and portions. Requires knowledge of English, grammar, spelling, and punctuation to prepare routine correspondence for internal distribution. Requires sufficient human relations skill to maintain harmony with peers and customers and portray a positive image of the organization unit and district.

▪ **Abilities**

Requires the ability to perform the duties of the position efficiently and effectively, under general supervision. Requires the ability to learn, understand and apply district rules, regulations and policies. Requires the ability to operate standard office machines and equipment, including personal computers and keyboards, copiers, printers, etc. Requires the ability to maintain records and filing systems. Requires the ability to enter alphanumeric information to data entry screens. Requires the ability to prioritize workload to meet established deadlines.

▪ **Physical Abilities**

The incumbent must be able to function indoors engaged in work of primarily a sedentary nature. Requires near vision to write and to read printed materials and computer screens. Requires hearing and speech for ordinary and telephonic conversation and to hear sound prompts from equipment. Requires ambulatory ability to sit, often for long periods of time, move about campus locations, and to reach work materials. manual and finger dexterity to type/keyboard and/or operate mouse and/or otherwise operate a microcomputer and other equipment.

▪ **Education and Experience**

The position typically requires a High School diploma supplemented by post-secondary course work in general office skills and 1 year of experience in general clerical, data entry, and production keyboarding, or equivalent environment.

▪ **Licenses and Certificates**

May require a valid driver's license.

▪ **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Para-Educator I	Position Number:
Department/Site:	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grade: 109

Summary

Assists one or more teachers with one-on-one or small group tutoring and/or in the direct care, supervision, and support of the children in a classroom setting. Maintains and prepares classroom materials, attendance records, health forms, and student files. Provides instructional assistance that reinforces learning to individuals or small groups of students.

Distinguishing Career Features

The Para-educator I provides instructional assistance to general education classrooms and/or for subject matter tutoring, where activities can be carried out by an incumbent who meets NCLB requirements, namely the passing of a competency assessment in reading, writing, and mathematics. This position may require 6 semester units of early childhood education curriculum. It is the first and entry level in the career path. Advancement to level II requires more advanced knowledge, skill, and ability to work with special student populations. Para-educators II are typically assigned to a range of Special Education environments and students who will rotate from special education to general education classrooms through and including continuous support to severely handicapped students. These positions typically have work assignments involving academic, therapeutic, behavioral, and medical dimensions. Advancement potential exists to higher levels of specialized support. These positions may have unique titles, qualifications, and require certification or license as the need exists.

Essential Duties and Responsibilities

Incumbents in this position are qualified to perform all of the essential duties and responsibilities, however, may concentrate on a few depending on the needs of the teacher and school site administrators.

- Assists an instructor to implement lesson plans by providing positive learning experiences for children.
- Provides subject matter tutoring in areas such as but not limited to Limited English Proficiency, Basic Skills, and classroom subject matter.
- Assists the instructor in maintaining classroom discipline by observing the activities of the children and maintaining order in or out of the classroom setting.
- Monitors classroom activities when a teacher is absent from the classroom. Accompanies students going from one location to another. Observes, monitors, and controls behavior of students within approved procedures.
- Gives each child individual and special attention each day. Responds to each child's particular needs and characteristics. Insures that all children receive equal attention.

- Assists instructor with attendance recording. May contact parents concerning child's attendance.
- Reports to the instructor any signs of illness or distress observed in the children. Aids in dealing with the situation, as appropriate.
- Depending on assigned grade level, performs a variety of infant/child care duties such as preparing meals and bottles, changing diapers, facilitating rest periods as well as planning and setting up learning activities.
- Sets up and arranges supplies and equipment in the classroom as directed.
- Performs clerical duties such as, but not limited to, preparation of correspondence, teaching aids, labels, charts, bulletin boards, and displays.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires working knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Requires sufficient human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information, and demonstrate sensitivity to the needs of students. May require knowledge of and competency in a second language.

▪ Abilities

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to assess the needs of individual students and develop programs to meet those needs. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to make informal presentations to individual and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence and recognizes socioeconomic and cultural differences among children. Requires the ability to balance emotional support and discipline and deal with common behavior problems.

▪ Physical Abilities

Requires the ability to perform indoors in an office and/or classroom/laboratory environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move

about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, furniture, etc., of light-to-medium weight (under 50 pounds) on an intermittent basis.

- **Education and Experience**

The position requires the equivalent of a high school diploma plus experience working with students in a classroom or equivalent environment and successful completion of a rigorous competency exam resulting in a certificate. Incumbents assigned to pre-school environments may be required to have 6 credit hours of early childhood education curriculum. Incumbents who have completed 48 or more college credit hours that are degree eligible, will be assigned to Instructional Support Specialist II or higher.

- **Licenses and Certificates**

May require a valid driver's license. Approved competency examination.

- **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

St. Helena Unified School District**Position Description**

Position: Student Conduct Specialist	Position Number:
Department/Site: School Site	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: 109

Summary

Provides a preventative presence and facilitates communications among students and school staff in classroom or campus environments that enhances learning, understanding, and promotes a safe and secure environment.

Distinguishing Career Features

The Student Conduct Specialist provides school campus security, promoting positive student behaviors. The Student Activity Monitor is the first level and focuses on positive student behavior in public areas. The Student Conduct Specialist participates in behavior modification activities for at-risk individuals and groups in classroom or campus environments.

Essential Duties and Responsibilities

Incumbents assigned to this position are qualified to perform the duties and responsibilities listed below, however, may perform a portion of them depending on the assignment.

Classroom:

- Works with individual students to enhance positive behavior. With guidance from Counselors, may monitor behavior goals for students by periodically checking progress, receiving and providing feedback.
- Monitors the activities of students assigned to in-school detention, maintaining positive behavior and conferring with students who have excessive referrals.
- Provides feedback to administrators and teachers on student conduct, behavior, and performance, and documents student files.
- Confers with a wide variety of individuals concerning student conduct, assisting students in need, and handling conflicting resolutions and other matters.

Campus Environments:

- Performs patrol of school buildings, grounds, parking areas and, when directed by site administration, off-campus areas influenced by the school campus, to maintain order and safety, and provide a preventative presence to attempt to prevent illegal acts or behaviors that are inconsistent with school policy.
- Facilitates communication between and among students, school and District officials and staff and law enforcement personnel to enhance understanding and promote a safe and secure environment.
- Responds to teacher requests for assistance in the classroom. Assists in incidents involving students with weapons and/or under the influence of drugs or alcohol.

- Responds to medical emergencies, performs first aid, CPR or contacts emergency agencies according to established guidelines.
- Monitors student conduct to attempt to prevent vandalism, theft and other illegal activities.
- Observes and checks students or visitors who appear to be loitering and are out of class and determines appropriate action. Observes and reports acts by persons contributing to delinquency or injury of students.
- Identifies students in violation of school rules and regulations including attendance issues, possession of controlled substances, and weapons and take appropriate action.
- Observes students in public gatherings, recognizing potential for physical confrontations or violence. Mediates to resolve conflict.
- Prepares records and reports consistent with position, such as, and not limited to in-school suspensions, incidents, and other occurrences.
- May provide clerical support to school office personnel.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

• Knowledge and Skills

The position requires working knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires knowledge of basic security and safety procedures. Requires knowledge of individual and group student behavior and the techniques for overseeing students in unstructured settings. Requires sufficient math skills to record distances, numbers, and times. Requires sufficient writing skill to prepare incident reports. Must have well-developed interpersonal skills sufficient to deal with normal and possibly confrontational situations, influence student behavior, to facilitate group discussions among students, to work with students from diverse cultures and backgrounds, and to assist with counseling.

• Abilities

Requires the ability to perform the essential duties of the position. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to assess situations, interpret student behavior and apply appropriate measures to enforce school regulations. Requires the ability to diffuse situations calmly and without formal authority. Requires the ability to learn, interpret, explain, and apply District regulations, policies, and procedures governing student behavior on school properties. Must be able to prepare descriptive reports and maintain records of problems or situations requiring intervention. Must be able to analyze situations quickly and objectively and determine and take effective action. Must be able to maintain two-way radio communication with authorities and site administrators. Must be able to administer first aid in urgent situations. Requires the ability to communicate effectively with students, in a multi-ethnic setting and to interact both formally and informally with District staff, and outside agency personnel.

- **Physical Abilities**

Incumbent must be able to work inside and outdoors engaged in work primarily of an active nature. Requires the ability to maintain cardiovascular fitness in order to run, for the purpose of reaching incidents on a timely basis. Requires ambulatory ability to stand and walk for extended periods of time, and agility to respond to emergency situations. Requires near and far visual acuity to observe campus activity and read reports and written instructions. Requires hearing for ordinary conversation and to hear other sounds in order to respond to normal and emergency situations.

- **Education and Experience**

Requires a High School diploma or equivalent (GED), and two years of experience working with at-risk youth in an organized setting. Additional post-secondary education may substitute for some experience.

- **Licenses and Certificates**

May require a valid California Driver's License. First Aid and CPR Certificate.

- **Working Conditions**

Work is performed indoors and outdoors where safety and health considerations exist from temperature extremes, physical effort, and confrontational incidents.

St. Helena Unified School District**Position Description**

Position: Administrative Clerk II	Position Number:
Department/Site: various	FSLA: Non-exempt
Reports to/Evaluated by: various	Salary Grade: 110

Summary

Performs recurring, yet technically oriented clerical and customer service duties a department, program, or at a school site. Duties will vary depending on the assignment and will focus on providing clerical support to a high volume of transactions and/or visitors such as at a school campus.

Distinguishing Career Features

The Administrative Clerk II is the second level in a generalist-clerical series. Advancement to the Administrative Clerk II requires a working knowledge of the terminology and procedures used in schools, ability to organize and maintain consistent flow of a customer service oriented reception area, ability to conduct basic research for information, extract information from commonly used databases, and the ability to troubleshoot problems encountered with customer service transactions. Administrative Clerks III may also be regarded as a lead technical resource for a particular functional area and work with considerable freedom to act, or will provide customer service in highly visible settings where work and communications impact the District's credibility to the public.

Essential Duties and Responsibilities

Specific duties may vary among departments and jobs. Incumbents typically perform a substantial portion or all of the following kinds of duties:

- Greets visitors, staff or students in person or over the telephone, ascertains nature of business and provides standard information related to area of assignment.
- Provides customer service assistance to staff, parents, and/or students, including those with special needs. May introduce students to other services and support.
- Provides support to one or more individuals by maintaining personal files, schedules, and setting up appointments. Maintains records of items requiring control, e.g., keys.
- Compiles alphanumeric data, accounts for and posts financial transactions or other data and maintains various department information onto establish data entry formats. Searches out information in departmental records and files.
- Composes and processes routine letters, memoranda, reports, work orders, requisitions (for items such as supplies) or other materials from straight copy, rough drafts, or verbal instructions.
- Greets substitute teachers and provides work packets, keys, and orientation.
- Performs basic analytical duties such as assembling student profiles for specific

programs (e.g., limited English proficient), pre-screening registration materials, language assessment test scores, and other materials that would identify and profile student needs.

- Collects and provides information between school or department and the District offices to support purchasing, accounts payable, timesheets, human resources transactions, miscellaneous forms, etc.
- Ensures the timely distribution and receipt of a variety of records and reports. Requests or provides information as necessary to assure completeness and accuracy.
- Reviews and prepares documents for entry of information into electronic data processing system. Follows up as necessary to complete documents.
- Enters and updates student and business information into system according to standard formats. Extracts routine data from existing databases and converts to other formats.
- Serves as a resource for other administrative support, filling in to balance workload, solving difficult transactions, and researching files and records to resolve discrepancies.
- May perform class registration duties such as originating and preparing registration packets, schedules, newsletters, and other general correspondence.
- May receive, sort, and distribute incoming and outgoing mail and packages.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires a working knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires a working knowledge of procedures associated with processing financial transactions such as purchase orders and budget line item changes. Requires a working knowledge of personal computer-based software that support this level of work, including but not limited to word processing, spreadsheet, and software (with data entry screens) used in education. Requires sufficient arithmetic skills to compute sums and statistics. Requires sufficient skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare standardized correspondence. Requires sufficient human relations skills to present a positive image of the department and district, maintain harmony among peers, convey technical information to others, and use patience in dealing with a diverse population.

▪ Abilities

Requires the ability to perform all of the duties of the position in a high volume environment that may be dominated by distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of district and department organization, operations, programs, functions and special department terminology when performing assignments. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to work cooperatively with staff, students, external organizations, and the public using patience and courtesy. Requires the ability to use a personal computer to

produce correspondence, informational materials, and conduct basic research. Requires the ability to maintain confidentiality of private and sensitive information. Requires the ability to perform work on varying shifts.

- **Physical Abilities**

Must be able to function indoors engaged in work of primarily a sedentary nature. Requires the ability to use near vision to write and to read printed materials and computer screens. Requires the ability to use hearing and speech for ordinary and telephonic conversation and to hear sound prompts from equipment. Requires ambulatory ability to sit, often for long periods of time, move about various district locations, and to reach work materials. Requires manual and finger dexterity to type/keyboard and/or operate mouse and/or otherwise operate a microcomputer and other equipment.

- **Education and Experience**

The position requires a High School diploma supplemented by post-secondary course work in general office practices and 2 years of general clerical experience in a customer service oriented environment.

- **Licenses and Certificates**

May require a valid driver's license.

- **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: School Bus Driver	Position Number:
Department/Site: Business Services	FLSA: Non-exempt
Reports to/Evaluated by: Chief Business Official	Salary Grade: Range 111, CSEA Classified Salary Schedule

Summary

Under the direction of the Chief Business Official, drives a regular and/or specialized school bus including those containing special features and equipment to assist students with mobility another other access problems over designated and special routes for the purpose of transporting students to and from school, special trips, and athletic events.

Distinguishing Career Features

Bus Drivers provide services encompassing regularly scheduled and special routes. Bus Drivers must complete special coursework, behind-the-wheel observation/training, and attain licenses required by the State of California. Advancement opportunities may exist beyond Driver, as incumbents can take additional training, develop special competencies, and become authorized and certified in behind-the-wheel training, instructing, dispatching, or route analysis.

Essential Duties and Responsibilities

- Drives a regular or specially equipped school bus daily over designated and special routes in compliance with time schedules, picking up and discharging students.
- Inspects bus prior to operation for safety purposes to ensure that the vehicle is in a safe operating condition and meets State requirements. Cleans windshields and headlights. Cleans the interior and exterior of busses as needed; including, but not limited to, picking up debris, sweeping and mopping the floor, and wiping/cleaning upholstery.
- Services bus with fuel and oil. Performs routine checks of belts, braking, turning signals, and lighting. Inspects hydraulic lifts. Reports problems or equipment malfunctions.
- Greets students who are boarding the bus. Attends to special student mobility needs for seating assistance, seat belts, wheelchairs, and other assistive devices.
- Maintains appropriate behavior among students on moving busses. Follows District policies regarding the student control and contact with parents and the public.
- Performs first aid or emergency assistance.
- Performs periodic emergency evacuation drills.
- Attends scheduled safety meetings and continuing education programs.
- May transport students and chaperones on field trips or to special events, at various locations making departure and arrival time as scheduled.
- May repair upholstery, replace seats and frames, and remove graffiti and other material from bus interiors.
- Attends meetings, training sessions, etc. to meet all requirements of the School Bus Driver Certificate; maintains skills, and receives/conveys information.
- May drive district vans to transport students to non-public school placements, field trips, etc.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires a complete working knowledge and understanding of safe bus driving practices sufficient to recognize problems and take appropriate action. Requires working knowledge of the operations of specially-equipped busses. Requires working knowledge and understanding of State laws, rules, regulations, and California Education Code sections pertaining to school bus operations and pupil transportation, including those for students requiring accommodations. Requires knowledge of two-way radio operations, and proper radio/telephone etiquette. Requires knowledge of routine equipment servicing. Requires knowledge of first aid practices, and health/safety regulations. Requires sufficient knowledge of English language to prepare travel and safety logs and prepare work orders. Requires sufficient human relations skills to exercise patience, calmness, consistency, and a sensitivity to students' needs in order to maintain effective communications with students and parents.

▪ Abilities

The position requires the ability to perform all of the duties of the position with minimal supervision. Requires ability to drive a school bus safely and sufficiently while keeping to well-established schedules. Requires the ability to read and write sufficiently to perform all of the duties of the position including understanding applicable laws, regulations and codes required. Requires the ability to use special devices and equipment for the transport of students with mobility problems. Requires the ability to operate a two-way radio. Requires the ability to use positive reinforcement to maintain calm and order among students, both while driving and at bus stops. Must be able to recognize malfunctions in equipment and take appropriate action. Requires the ability to maintain an assigned vehicle in clean and safe operating condition. Requires the ability to administer first aid to injured students. Must learn designated bus routes, including stops and traffic hazards. Must be able to perform routine servicing. Requires the ability to maintain required records. Requires the ability to work productively with peers, students, parents, and members of the general public.

▪ Physical Abilities

Requires the ability to function indoors and outdoors performing work of an active nature. Requires arm-hand, and leg-foot dexterity to drive a bus. Requires visual acuity including depth perception. Requires the ability to sit for extended periods of time. Requires hearing sufficient to be aware of traffic and road distractions/conditions, and listen to children. Requires the ability to speak and communicate with passengers, dispatcher, and other staff. Requires the ability to lift 50 pounds and the ability to move or lift into place passenger ambulatory aids such as wheelchairs onto platforms.

Education and Experience

The position requires a High School diploma or the equivalent and successful completion of 20 hours of classroom instruction related to skills, regulations, and safety requirements for driving a school bus and successful completion of 20 hours of instruction behind the wheel of a school bus.

Licenses and Certificates

Requires a valid California Commercial Class A or B Driver's License, medical examination card, valid California Special Driver Certificate with Passenger (P) & School Bus (S) Endorsements, and a valid American Red Cross First Aid Certificate. Both initial and random drug and alcohol testing are required for this position and are provided by the District. Driver must maintain negative drug and alcohol test results. Requires a Department of Motor Vehicles driving record pull authorization (provided by the District).

Working Conditions

Work is performed outdoors where some safety considerations exist from physical activity and traffic conditions.

St. Helena Unified School District

Position Description

Position: Custodian II	Position Number:
Department/Site:	FLSA: Non-Exempt
Reports to/Evaluated by:	Salary Grade:113

Summary

Performs custodial cleaning and light maintenance of school site classroom, multi-use, office, immediate grounds, and related facilities to be in user-ready condition. Participates in major custodial assignments and cleaning projects.

Distinguishing Career Features

The Custodian II is the second and senior-level in a career path for custodians. The Custodian II requires compliance with the stated qualifications, a minimum of two years on the job, knowledge of custodial roles on day and evening rotations, ability to clean the assigned space to district specifications, and ability to use appropriate customer services when dealing with others. Advancement potential exists to Team Leader based on need and ability to lead others and fulfill productivity requirements.

Essential Duties and Responsibilities

- Maintains cleanliness of public entry and use areas including, but not limited to hallways, stairways, cafeterias, classrooms, labs, and meeting rooms. Cleans and disinfects drinking fountains, door handles, and door push plates. Sweeps hard floors and vacuums and spot-cleans carpets as necessary.
- Cleans, dusts, and disinfects restrooms including floors, stalls, toilets, urinals, sinks, and fixtures. Removes trash and waste. Cleans trash receptacles and replaces liners. Ensures that towel, soap, cleanser, and other dispensers are adequately stocked.
- Makes minor plumbing adjustments, unclogging toilets and sinks, tightening toilet seats, etc. Cleans water jets to enhance flows on decorative and drinking fountains. Oils door hinges and wall panel glide tracks. Tightens loose fixtures.
- Performs urgent cleanup in cafeteria, restroom, and classroom and related areas.
- Makes repairs to or replaces lighting registers, apparatus, lights, and ceiling tiles. Repairs electrical cords. Unclogs, repairs, or replaces dispensers, as necessary. Resets ceiling panels. Repairs minor carpet damage.
- Maintains safe and clean walkways and grounds surrounding the area of assignment. Picks up litter in-and-around facilities and grounds. Empties and cleans waste receptacles.
- Assists with moving and setting furniture and equipment according to established instructions and seating arrangements. Participates with others to assemble furniture, removing from and properly disposing of packaging materials.

- Turns lights on and off. Unlocks and locks doors and gates. Raises and lowers flags. Washes walks and eating areas.
- Participates in major cleaning involving stripping, sealing, and refinishing hard floors. Steam/dry cleans and shampoos carpets and fabric furniture. Cleans tiled areas.
- Turns lights on/off. Checks and secures doors, windows, in assigned areas for vandalism. Reports safety, sanitary, and fire hazards.
- Observes pedestrian/visitor activity at the assigned site, reporting unusual activity or behavior to the appropriate level of authority.
- Documents work activities, inspections, unanticipated occurrences, and MSD sheets.
- May be required to stock durable and perishable inventory into storage areas.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

Requires working knowledge of the methods, materials, tools, equipment, and cleaning supplies used in custodial care and routine facilities maintenance as well as some more advance maintenance. Requires a thorough knowledge of the buildings and grounds of the assigned site. Requires working knowledge of safe work habits and safety procedures. Requires basic knowledge of building repairs. Requires sufficient reading and writing ability to read work instructions and document work activity onto standardized forms. Requires sufficient human relations skill to exercise courtesy when dealing with others.

▪ **Abilities**

Requires the ability to perform all of the essential duties of the position with limited supervision. Requires the ability to operate custodial equipment such as, but not limited to buffer and carpet extractor, and maintain tools and equipment in a working condition. Requires the ability to perform routine maintenance tasks and to be able to determine when to refer more complex maintenance requirements to a supervisor. Requires the ability to observe facilities, grounds, pedestrian and vehicle movement for safety and security concerns. Requires the ability to give general direction to Custodians I. Requires the ability to follow oral and written directions. Requires the ability to work varying schedules and shifts.

▪ **Physical Abilities**

Incumbent must be able to function effectively indoors and outdoors engaged in work of a demanding nature. Requires the ability to maintain fitness to engage in strenuous physical labor. Requires near visual acuity to write, to read directions and product labels, and to observe work in progress. Requires sufficient hearing and speech for ordinary, telephonic, and 2-way radio communication, to hear sound prompts from equipment, and to determine if equipment is functioning properly. Requires manual and finger dexterity to write and to clean and make minor repairs. Requires the ability to lift and carry (from overhead, waist and floor levels, max. 50 lbs.), push and pull up to 75 pounds, bend, squat, reach (from low, level, and overhead), and twist and turn head and trunk to clean

and to remove trash, move furniture and equipment. Requires the ability to stand and walk for extended periods of time.

- **Education and Experience**

The position requires a High School diploma or GED and 3 years custodial experience, two of which are at the District.

- **Licenses and Certificates**

Requires valid California Driver's License.

- **Working Conditions**

Work is performed indoors and outdoors where significant health and safety considerations exist from physical labor and handling of materials that include waste and blood born pathogens.

St. Helena Unified School District

Position Description

Position: Para-educator II Special Education	Position Number:
Department/Site	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grades: 113

Summary

Provides instructional, group and individual behavior, and clerical support to teachers in special education classroom settings. Assists teacher with instruction and classroom management that occurs in special education classrooms. Performs specialized instructional support to severely handicapped individuals in the classroom and play field environments.

Distinguishing Career Features

The Para-educator II is the second level in a three level career path for instructional and therapeutic support to teachers. The **Para-educator I** provides instructional assistance to general education classrooms where activities can be carried out by an incumbent who meets NCLB requirements, namely the passing of a competency assessment. Advancement to **Para-educator II** requires more advanced knowledge, skill, and ability to work with special Education environments and students who will rotate from special education to general education and including support to severely handicapped students. These positions typically have work assignments involving academic, therapeutic, behavioral, and medical dimensions. Advancement to **Para-educator III - Special Education** requires three years prior experience working with students who are severely disabled. This position is designed for higher levels of specialized support and whose positions provide continuous support to severely disabled students the majority of the day during instructional hours.

Essential Duties and Responsibilities

- Works on an in-depth basis with small groups and/or individual students on special subjects and exercises, and/or with special needs (e.g., severely disabled) to execute individual lesson plans and strategies for maximizing learning experiences.
- Prepares and may develop age-grade appropriate instructional aids and exercises to support curriculum being taught.
- May assist special program administrators and/or teaching staff with preparation and presentation of in-service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Confers with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives. Assist with implementation of special programs.
- Administers assessment instruments (spelling tests, etc.), scores objective tests and written papers, and keeps appropriate records for teachers, including those on computerized student information and grading systems.

- Monitors classroom activities when a teacher is absent from the classroom. Accompanies students going from one location to another. Observes, monitors, and controls behavior of students within approved procedures.
- Reports students' academic and behavior progress and performance to teachers. Documents student progress by correcting assignments, administering and scoring criterion referenced tests, recording and sharing test scores and curriculum based measurements in reading.
- Confers, as needed, with teachers, resource staff, and other school personnel concerning programs and materials to meet student needs. Alerts teacher to any special problems or information concerning students in assigned program. Arranges and participates in parent conferences.
- Assists special program administrative staff with the preparation and presentation of in service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Prepare and maintain a variety of files and records for classroom or assigned program.
- Provides clerical and technical assistance to teachers such as researching and ordering books and school supplies, maintaining a workroom inventory.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves and enhance instructional programs.
- May assist with loading and unloading of students onto buses, and oversight at lunches and snacks. Assures safety of students following health and safety rules.
- Performs other duties as assigned that support the overall objectives of the position.

Qualifications

• **Knowledge and Skills**

The position requires in-depth working knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires previous experience working in special education programs. Requires a working knowledge of medical and therapeutic protocols and procedures used for student hygiene and comfort. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, well-developed record information, and send communications. Requires human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information to

students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students. May require competency in a second language.

- **Abilities**

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to assess the needs of individual students and develop instructional support techniques and materials to meet those needs. Requires the ability to perform specific medical or therapeutic processes following protocols and procedures developed by a licensed health care professional. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers. May require competency in a second language or basic competency in sign language.

- **Physical Abilities**

Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 50 pounds) on a regular basis, and heavy weight (under 75 pounds) without labor saving equipment on an intermittent basis.

- **Education and Experience**

This position requires a high school diploma or equivalent and successful completion of a competency assessment demonstrating knowledge and ability to assist in instructing reading, writing, and mathematics.

- **Licenses and Certificates**

May require a valid driver's license. Require a valid first aid and CPR certification.

- **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

St. Helena Unified School District**Position Description**

Position: Transportation Assistant/Driver	Position Number:
Department/Site: Business Services	FLSA: Non-exempt
Reports to/Evaluated by: Chief Business Official	Salary Grade: Range 114

Summary

Provides day-to-day logistics support for the district's transportation program. Establishes and coordinates the assignment, scheduling and routing of all transportation vehicles for home-to school, special education, and field trip activities. Determines the availability of school bus drivers and dispatches buses/drivers on a timely basis. Maintains a variety of departmental records. Substitutes as a school bus driver when needed.

Distinguishing Career Features

The Transportation Assistant/Driver provides specialized logistics to support scheduled and unscheduled bus transportation for students. Advancement to Transportation Assistant/Driver requires demonstrated knowledge of district-wide bus schedules, routes, bus characteristics, and available staff. Advancement to this position also requires the ability to develop routes that optimize the ability to transport students to and from school sites and to effectively use drivers, busses and other vehicles for transporting children.

Essential Duties and Responsibilities

- Assists in planning school bus routes, driver schedules, stops, and loading zones. Schedules the use district vehicles for school and district use. Coordinates and assigns substitute, stand-by, and on-call driver assignments.
- Facilitates bus service by dispatching transportation vehicles during regularly scheduled operations and when operations are interrupted by mechanical breakdown, accident, obstruction of traffic flow, and other situations affecting compliance with established time schedules. Dispatch emergency vehicles, drivers and mechanics as necessary.
- Assists with reviews of requests for regular and special bus trips for proper authorization and to assure that requirements are met; schedules and dispatches busses, coordinates parking, and provides time/mileage estimates for special trips.
- Distributes extra hours among appropriate department staff according to established agreements, personnel rules, and regulations. May post to and maintain a computer-aided trip board. May input drivers' hours into a payroll information system.
- Reviews bus schedules and routes for efficiency of operation and use of busses. Maintains current route sheet. Provides information to parents and schools concerning bus routes and schedules.
- Attends meetings, training sessions, etc. to meet all requirements of the School Bus Driver Certificate; maintains skills, and receives/conveys information.
- Communicates with drivers, teachers, parents and principals to discuss issues and discipline problems, exchange information, prepare schedules, and resolve questions or concerns. Receives and follows up reports of accidents, late busses, and breakdowns.
- Maintains records and prepares reports related to regular and special routes, personnel, schedules, student discipline; type and update driver schedules, route sheets and run time reports; maintains accurate records of students requiring special needs and medical information, maintains filing system.

- Operates two-way radio and other office equipment including a copier, facsimile, computer and assigned software.
- Performs the duties of a School Bus Driver or District Driver as needed.
- May assist with additional clerical tasks related to the district's transportation program.
- May process and maintain field trip requests and information; log requests and prepare related records; assist in the coordination of charter vehicles and contact schools; assure proper coverage of field trips.
- May coordinate special transportation services provided by outside contractors, e.g. for non-public school placements.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires a working knowledge of the procedures, methods and techniques of planning, scheduling and dispatching school busses and routes. Requires knowledge of and skill using personal computer applications such as that used for office productivity. Requires knowledge of the geographic and topographic characteristics and traffic patterns of the community served by the District. Requires knowledge of the pertinent State and local laws, codes and regulations pertaining to school bus operations and pupil transportation. Requires knowledge of general clerical, record keeping, and report writing techniques. Requires sufficient human relations skills to exercise patience and give clear instructions when dealing with bus drivers, school sites, students and parents. Requires a complete working knowledge and understanding of safe bus driving practices. Requires a working knowledge of the operations of specially equipped busses, and routine equipment servicing. Requires knowledge of first aid practices.

▪ Abilities

Requires a working knowledge of the procedures, methods and techniques of planning, scheduling and dispatching school busses and routes. Requires knowledge of and skill using personal computer applications such as that used for office productivity. Requires knowledge of the geographic and topographic characteristics and traffic patterns of the community served by the District. Requires knowledge of the pertinent State and local laws, codes and regulations pertaining to school bus operations and pupil transportation. Requires knowledge of general clerical, record keeping, and report writing techniques. Requires sufficient human relations skills to exercise patience and give clear instructions when dealing with bus drivers, school sites, students and parents. Requires a complete working knowledge and understanding of safe bus driving practices. Requires ability to drive a school bus or district van safely and efficiently while keeping to well-established schedules. Requires a working knowledge of the operations of specially equipped busses, and routine equipment servicing. Requires knowledge of first aid practices.

▪ Physical Abilities

Work is performed indoors in an office environment. Requires hearing and speaking ability sufficient to communicate by phone, two-way radio, and in person. Requires arm, hand, and finger dexterity to operate a two-way radio, computer keyboard, and other office equipment. If assigned to drive: Requires arm-hand and leg-foot dexterity to drive a school bus or district van. Requires visual acuity including depth perception. Requires the ability to sit for extended periods of time. Requires the ability to lift 50 pounds and the ability to move or lift into place passenger ambulatory aides such as wheel chairs onto platforms. Requires hearing sufficient to be aware of traffic and road distractions/conditions and listen to children.

Education and Experience

The position requires a High School diploma or the equivalent and 3-5 years responsible bus driving and/or bus dispatching experience. Additional higher education may substitute for some experience. Also requires successful completion of 20 hours of classroom instruction related to skills, regulations, and safety requirements for driving a school bus and successful completion of 20 hours of instruction behind the wheel of a school bus.

Licenses and Certificates

Requires a valid California Commercial Class A or B Driver's License, medical examination card, valid California Special Driver Certificate with Passenger (P) & School Bus (S) Endorsements, and a valid American Red Cross First Aid Certificate. Both initial and random drug and alcohol testing are required for this position and are provided by the District. Driver must maintain negative drug and alcohol test results. Requires a Department of Motor Vehicles driving record pull authorization (provided by the District).

Working Conditions

Work is performed indoors in a setting dominated by immediate response requirements and outdoors (if called upon to drive) where occasional safety considerations exist from physical activity, traffic conditions, and adverse weather conditions.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) #287 PRESIDENT

Christina Avina, Association President

Dated: _____

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) LABOR REPRESENTATIVE

Alejandro Negrete, CSEA

Dated: _____

ST. HELENA UNIFIED SCHOOL DISTRICT (SHUSD)

Chris Heller, Chief Academic/Human Resources Officer

Dated: _____

St. Helena Unified School District

Position Description

Position: ParaEducator III- AVID/MTSS Instructional Support	Position Number:
Department/Site: RLS/SHHS	FLSA: Exempt
Reports to/Evaluated by: Site administrator	Classified Recommended Range 114

Summary

Serves middle and high school students in study groups to facilitate student success in Advancement Via Individual Determination (AVID) classes. Assists in the preparation of instructional materials that enhance learning and critical thinking. Supports general education teachers working with students in individual and/or group assignments under the Multi-Tiered Systems of Support model.

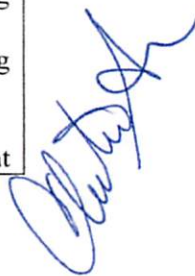
Distinguishing Career Features

This is a paraprofessional position designed to provide support for the AVID program as well as the Multi-Tiered Systems of Support (MTSS) for all students. Candidates serve as role models of motivated, organized, successful adults who believe that the AVID students can and will succeed. They should represent a balance of academic backgrounds, with strengths in writing and math. While they serve as an advocate for students, they are responsible to the teacher. In that regard, they will meet regularly to discuss student progress and to confer with the teacher about future tutorial plans. In addition, they are also trained in a specific method of tutoring that uses lines of questioning, discussing, writing, and allegories to encourage the student to use creative and critical thinking and inductive reasoning.

In addition, the AVID/MTSS paraeducator will assist students under the guidance of administrators, teachers, and leadership teams to facilitate Multi-Tiered Systems of Supports at school sites. Assistance may include observation and feedback as well as other support assistance.

Essential Duties and Responsibilities

- Conducts tutorial sessions that underscore the principle of collaborative learning and the practice of students teaching other students through discussion of class and text notes.
- Assists students in various subject areas based on the class and text notes they have collected in an AVID binder. Determines from student tutorial worksheets, notes and discussions, the concepts that need to be taught or re-taught, and the specific focus of tutorial sessions.
- Conducts "brainstorming" and clustering sessions. Facilitates revision and editing sessions.
- Works individually with students in any phase of the writing process. Leads critique groups for writing. Responds to student writing using AVID discourse mode writing assignments, which student have had the opportunity to revise and edit.
- Serves as a role model, mentor, and advocate to AVID students by being a lifelong learner, demonstrating appropriate academic and social behavior.
- Conducts tutorial sessions in all areas of mathematics.
- Communicates frequently with the AVID coordinator (or teacher) regarding student



progress and areas of concern.

- Assists in developing a resource file of enrichment materials for use in tutorial sessions.
- Conducts mini-lessons in the process of studying and other aspects of college preparation.
- Sets an example of personal excellence and high expectations for AVID students to follow. Takes an active role in developing academic and personal strengths of AVID students.
- Becomes familiar with the materials in the AVID curriculum libraries and the textbooks and materials used by the students.
- Collaborate with school sites to develop and implement problem solving, inquiry cycles, and collaborative planning.
- Facilitate implementation of academic and behavioral assessments.
- Utilize data to inform instructional planning.
- Monitor effectiveness of academic and behavior instruction in the MTSS model.
- Facilitate the involvement of students and families in the interventions.
- Collaborate with educators and stakeholders to create a safe, healthy environment.
- May monitor students during breaks and/or lunch time.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires knowledge of algebra, geometry and/or higher math, science, and writing as would be evident in students having subject matter success in a college or university. Requires knowledge, through a 16-hour course, of the technique of tutoring using process facilitation, questioning, and other formats to encourage critical thinking and reasoning among students. Requires well-developed human relations skills to inspire students, serve as a role model, knowledge of individuality and diversity, and assist them to develop academic and personal pride.

▪ Abilities

Requires the ability to follow oral and written directions. Requires the ability to communicate in a compassionate and collaborative manner with students, teachers, and other staff. Requires the ability to learn and apply specific tutoring strategies and instructional methodologies and organize course materials to enhance learning styles. Requires the ability to learn and assist with the development and implementation of student educational/learning plans. Requires the ability to be a role model by demonstrating and imparting personal motivation, professional behavior, and emotional stability. Requires the ability to complete AVID training and MTSS workshops, if needed, upon employment.

▪ Physical Abilities

The position includes frequent sitting and standing for extended periods of time. Depending on class/student assignments, the employee may occasionally lift, push, pull and/or move up to 25 pounds. Requires the ability to bend at the waist, kneel, stoop, and crouch to assist students. Requires the ability to reach overhead and above the shoulders and horizontally. Requires dexterity of hands and fingers to demonstrate activities or run instructional equipment. Requires hearing and speaking to exchange information and make presentations. Requires visual acuity to read a variety of materials and monitor student activities.



▪ **Education and Experience**

The position requires a high school diploma, be an active college student who has completed at least 20 credit hours and be currently enrolled with a full-time class load working toward a degree in mathematics, English, language arts, science, education, or related discipline.

Alternatively, the position may accept a new graduate and/or another qualified adult with an Associate's degree or comparable training. A Bachelor's degree is highly desired for this position.

▪ **Licenses and Certificates**

May require a valid driver's license.

▪ **Working Conditions**

Work is performed in an indoor environment with minimal safety considerations.

A handwritten signature in blue ink, located in the bottom right corner of the page. The signature is stylized and appears to be a cursive representation of a name.

St. Helena Unified School District

Position Description

Position: Para-educator III - Instructional Support Specialist	Position Number:
Department/Site	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grades: 114

Summary

Performs specialized instructional support to individuals and groups of students, under the direction of the site administrator and Teacher on Special Assignment (TOSA)– Intervention and Academic Specialist (I&A).

Distinguishing Career Features

The Para-educator III is the senior-most level in a three level career path for instructional and therapeutic support to teachers. The Para-educator I provides instructional assistance to general education classrooms where activities can be carried out by an incumbent who meets NCLB requirements, namely the passing of a competency assessment. Advancement to level II requires more advanced knowledge, skill, and ability to work with special student populations. Para-educators II are typically assigned to a range of Special Education environments and students who will rotate from special education to general education classrooms through and including support to severely handicapped students. These positions typically have work assignments involving academic, therapeutic, behavioral, and medical dimensions. Advancement to Para-educator III – Instructional Support Specialist is designed for higher levels of specialized support. These positions may have unique titles, qualifications, and typically require special training and certification.

Essential Duties and Responsibilities

- Coordinates a program requiring directing and/or making school site visitations for the purpose of assisting teachers and TOSA I&A's in the implementation of special programs.
- Prepares and may develop age-grade appropriate instructional aids and exercises to support the curriculum being taught. May assist special program administrators and/or teaching staff with preparation and presentation of in-service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Confers with teachers, site administrators and TOSA I&A's to develop and evaluate individual and group educational goals and objectives. Assists with implementation of special programs.
- Administers assessment instruments (spelling tests, etc.), scores objective tests and written papers, and keeps appropriate records for teachers, including those on computerized student information and grading systems.
- Accompanies students going from one location to another. Observes, monitors, and controls

behavior of students within approved procedures.

- Develops and uses incentives as positive reinforcement. Exercises constant supervision of children. Assesses the need for, and uses appropriate discipline in accordance with grade level and student's ability to understand discipline.
- Reports student academic and behavior progress and performance to teachers. Documents student progress by correcting assignments, administering and scoring criterion referenced tests, recording and charting test scores and curriculum based measurements in reading.
- Confers, as needed, with teachers, resource staff, and other school personnel concerning programs and materials to meet student needs. Alerts teacher to any special problems or information concerning students in assigned program.
- Assists special program administrative staff with the preparation and presentation of in service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves and enhance instructional programs.
- Prepare and maintain a variety of files and records for classroom or assigned program.
- Provides clerical and technical assistance to teachers such as researching and ordering books and school supplies, maintaining a workroom inventory.
- Reviews teachers' schedules and initiates requests for equipment and resource materials to support curriculum.
- May assist with loading and unloading of students onto buses, and oversight at lunches and snacks. Assures safety of students following health and safety rules.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

• Knowledge and Skills

The position requires in-depth working knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Requires well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special

needs of students. May require competency in a second language.

- **Abilities**

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to assess the needs of individual students and develop instructional support techniques and materials to meet those needs. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to make formal presentations to classes, individuals, and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers. May requires competency in a second language or basic competency in sign language.

- **Physical Abilities**

Requires the ability to perform indoors in an office and/or classroom/laboratory environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 50 pounds) on a regular basis, and heavy weight (under 75 pounds) without labor saving equipment on an intermittent basis.

- **Education and Experience**

The position requires a high school diploma or equivalent, and 48 hours of college credit hours that are degree eligible, plus two years experience working in a classroom environment. Incumbents with additional college credit may use it to substitute for some experience. A LVN, LPN, Physical Therapy Assistant, or Occupational Therapy Assistant designation will also comply.

- **Licenses and Certificates**

May require a valid driver's license. May require a valid first aid and CPR certification.

- **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

St. Helena Unified School District

Position Description

Position: Campus Supervisor	Position Number:
Department/Site: School Site	FLSA: Non-exempt
Evaluated by: School Site Administrator	Salary Grade: 114

Summary

To work under the direction and guidance of the site administration to assist in the educational and social development of pupils, provide general support to students and monitor the school campus in order to maintain a safe and orderly school environment.

Distinguishing Career Features

This position performs a wide variety of tasks to ensure effective and efficient operation of the campus and enhance the learning environment through supervision, modeling, and providing direct support to students.

Essential Duties and Responsibilities

- To support those pupils with emotional or behavioral needs and assist with the development of social skills to promote positive behavior patterns, raise self-esteem and improve independent working and learning progress.
- Develop and promote good inter-personal relationships, acting as a role model for pupils.
- Support teaching staff in the implementation of school behavior policy and/or individual behavior support programs.
- Provide campus supervision and student discipline support as directed by the site administrator.
- To be prepared to attend training/undertake professional development as identified in the School Strategic Improvement Plan or as a result of Performance Management.
- To maintain a professional and discreet attitude at all times with regard children, in terms of their learning/attainment, behavior and emotional needs and personal circumstances.
- Negotiate and resolve conflicts.
- Compiles and enters into files and computer-aided records, including those dealing with confidential student demographic, testing, reasonable academic progress and behavior.
- Serves as a liaison between the student, parents, and teachers. Keeps teachers apprised of student progress.
- Performs other duties as assigned that support the overall objective of the position.
- Supervise students who have been assigned to in-house suspension.

Qualifications

▪ **Knowledge and Skills**

Requires general knowledge of the general purpose and goals of public education. Requires a knowledge of methods to control and motivate students including a knowledge of student behavior and characteristics. Requires knowledge of and skill in using proper English grammar, vocabulary, syntax, spelling and punctuation. Requires sufficient human relation skills to convey technical concepts to others and to facilitate a small group learning process. Requires a basic knowledge of standard and common office clerical practices.

▪ **Abilities**

Requires the ability to carry out all the responsibilities of the job including general instruction support, providing general education tutoring and instruction for K-12 students of diverse backgrounds, abilities, and skill levels. Requires the ability to make informal presentations to small peer groups, for example, study groups. Requires the ability to relate positively to students in a teaching/learning environment, develop and maintain productive working relationships, and facilitate learning to students having learning and/or behavioral difficulties. Requires the ability to listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in general learning ability and behavior. Requires the ability to supervise students, administer quizzes, and perform general clerical tasks. Requires the ability to effectively communicate with students and the public. Requires the ability to operate computer hardware and utilize software applications that are dedicated to the subject matter.

▪ **Physical Abilities**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

▪ **Education and Experience**

The position requires the completion of at least two years of study at an institution of higher education; OR obtained an Associate's degree; OR pass an academic assessment in reading, writing, and mathematics that is compliant with No Child Left Behind. Four years of successful experience in a tutoring or educational learning environment is, or a work history indicating reliability and familiarity with school-age students is desired. A Bachelor's degree is preferred and may substitute for some experience, and a work history indicating reliability and familiarity with school-age students.

- **Licenses and Certificates**

A valid driver's license.

- **Working Conditions**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in outside weather conditions.

The noise level in the work environment is usually moderate.

APPROVED 8.13.15 *cen*
Board Action

St. Helena Unified School District**Position Description**

Position: Library/Computer Technician	Position Number:
Department/Site:	FLSA: Non-Exempt
Reports to/Evaluated by:	Salary Grade: 114

Summary

Troubleshoots, and services networked computer workstations, video and multimedia, and related equipment and software used in administrative and instructional lab environments. Assists with installation and maintenance of software. Works with computer users to enhance skills and productivity through technical support, one-on-one instruction, and help functions.

Distinguishing Career Features

The Library/Computer Technician is part of a job family encompassing computer workstation and Library Support. The Library/Computer Technician supports networked and standalone workstations and common administrative, instructional software, and printers. The Library/Computer Technician requires the ability to perform basic network operations, data base management, perform basic hardware, and audiovisual trouble shooting and diagnostics. Advancement potential exists with additional competency in designing and delivering formal technical training and serving as an advanced user of software and network equipment used in St. Helena Unified School District.

Essential Duties and Responsibilities

- Demonstrates and provides technical assistance to administrators, teachers, staff, and students on using computers and software programs including remote access and on the proper use of peripheral electronic equipment use to enhance presentations and viewing.
- Assists with daily, weekly, monthly, quarterly and annual computer maintenance and backup tasks.
- Assists with correcting computer and printer problems.
- Downloads patches and upgrades to software when needed.
- Participates in troubleshooting to resolve network hardware and operations problems, including but not limited to connectivity, internet access, electronic mail and file servers.
- Implements protocols and procedural controls for operation of the network systems and the library media center.
- Works with the technology staff to install, configures, and maintain specialized software that supports courses offered by the schools. Tests software to ensure compatibility with the current operating environment and to equipment capability. Configures software to communicate with peripherals such as printers, modems, scanners, and screens.
- Assist the Library Media Specialist with circulation and general library media support.
- Provides basic troubleshooting of user problems with common desktop software, accessing databases, network and networked equipment, and e-mail.

- Schedules and sets up multimedia equipment for use in classrooms, meetings, and events. Advises staff and students on check-out procedures and use of equipment. Assures that audio-visual and sound system equipment functions properly.
- May provide guidance to student workers who provide basic technical support and are engaged in technology curriculum or assist in the library.
- Keeps up-to-date on trends associated with networked computer workstations and computing and provides input to technology planning, hardware and software purchases.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires working technical knowledge of personal computer operations, including the relationship and usage of various input and output components, business and education support software, and terminology. Requires a working knowledge of computer, video, and multimedia equipment diagnostics and repair. Requires a basic knowledge of operating systems. Must understand the protocols and procedures for setting up new equipment, troubleshooting and performing routine maintenance. Requires a basic understanding of local area networks for personal computers. Requires sufficient communication skills to provide individual instruction and technical assistance on the use of PC-based software for business, education, internet, utility, and connectivity. Requires sufficient writing skill to document technical procedures.

▪ Abilities

Requires the ability to set up, configure, and tune video and multimedia equipment used for classroom, public meetings, and conferencing. Must be able to terminate and connect Ethernet cables and connections between computers. Must be able to prioritize and organize work to meet deadlines and timetables. Must be able to give one-on-one training in the use of computers and business and instructional software.

▪ Physical Abilities

Requires ambulatory ability to move to various office and classroom-type locations and to bend, stoop, crawl and reach to install cables and equipment. Requires sufficient hand eye coordination and dexterity to make small component connections. Requires sufficient visual acuity to read technical documents and instructions and align small components. Requires sufficient auditory ability to carry on routine conversations. Requires the ability to lift, push, and pull objects of medium weight (less than 75 lbs.) on an occasional basis. Requires the ability to work in confined areas with noise variations, dust, and limited ventilation.

▪ Education and Experience

The position requires training and/or experience in the setup of networked computer workstations, user access, and providing technical support. A Microsoft Certified Professional or A+ certificate is preferred and may substitute for some experience.

▪ Licenses and Certificates

Job functions require a valid driver's license.

▪ Working Conditions

Work is performed indoors where some safety considerations exist from physical labor, positioning in cramped areas, and handling of medium weight and awkward materials.

St Helena Unified School District**Position Description**

Position: Secretary – Academic Services	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: 114

Summary

Performs regular, recurring, yet complex secretarial and administrative support duties, including but not limited to reception, transcription of documents in established formats, maintenance of document filing and retrieval systems, private student records, and basic record keeping. Performs administrative support to an academic learning or team director, or the equivalent in scope of responsibility.

Distinguishing Career Features

Secretary – Academic Services represents the second career path for secretarial and administrative support at a school site. The Secretary performs secretarial duties requiring procedural knowledge of school site operations, secretarial skill, and the ability to work with student records, attendance, and grade reporting. The Secretary is typically the senior secretarial and clerical support to an academic specialist, or the equivalent in scope of responsibility. Advancement to Senior Secretary – Academic Services requires senior-level secretarial skills, advanced knowledge of school site operations, categorical programs and pupil services, and the ability to serve a District-level position or equivalent leadership position that is integrating a related, yet unique sub-functions and teams. Advancement to School Office Team Leader is based on need, compliance with the qualifications of the position, and the ability to lead a team of site-based support staff.

Essential Duties and Responsibilities

- Plans, schedules, and performs a variety of secretarial and clerical work related to the academic, student activity, or other assigned cluster/work team.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls as necessary.
- Provides information to visitors and/or other interested parties, and provides routine external liaison in one or more of a range of contexts.
- Provides information and assistance to school personnel or the public in a variety of matters requiring a detailed knowledge of rules, procedures, policies, precedents and activities.
- Coordinates and schedules meetings as directed. Prepares schedules and informs participants, confirming dates and times.
- Establishes and maintains filing systems on a variety of subject matters. Compiles information from various sources to produce or assist with internal and external reports. Prepares and types a variety of forms.

- Accesses and enters information to student and administrative databases. May maintain specialized databases relevant to area of assignment.
- Works with students, enrolling in special programs, testing, coordinating special events etc. May administer, score, and file test results.
- Prepares, assembles, maintains and updates calendars, schedules, lists, manuals, directories, and handbooks for distribution and use by others. Prepares informational packets for others to use in presentations and meetings.
- Prepares and types letters, memoranda, forms, reports, bulletins, handbooks, questionnaires, requisitions and documents with minimum direction. Reviews forms and materials for completeness, accuracy and conformance with established requirements.
- Prepares and processes purchase orders, invoices. Follows-up on approved purchases for delivery status, costs, and in the case of project-oriented services, work in progress and outstanding balances.
- Responds to requests for information of a specialized or private nature requiring the use of discretion and judgment in explaining regulations and procedures.
- Administers, scores, and files tests as assigned.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills

The position requires a working knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires a working knowledge of those activities associated with accounting, budget and payroll transaction processing, and statistical record keeping. Requires a working knowledge of personal computer-based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, and database software used in education. Requires business mathematics skills to compute sums and basic statistics. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.

Abilities

Requires the ability to perform all of the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District, site, and department organization, operations, programs, functions and special department terminology when performing assignments. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to use a personal computer to produce correspondence, promotional materials, layouts, and

conduct research. Requires the ability to maintain confidentiality of private and sensitive information.

- **Physical Abilities**

The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions.

- **Education and Experience**

The position typically requires a high school diploma and college-level coursework in a general business discipline, or equivalent, and three years of progressive experience providing administrative support in a school setting. Additional higher education may substitute for some experience.

- **Licenses and Certificates**

May require a valid driver's license.

- **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Grounds Specialist	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to:	Salary Grade: 114

Summary

Performs a variety of work involving grounds and landscape maintenance of public access grounds, gardens, and sports fields. Works under the general direction of assigned lead or supervisor. Works primarily as skilled crew member but on small assignments may work independently with little or no direction.

Distinguishing Career Features

The Grounds Specialist is fully qualified in grounds maintenance, not to be mistaken for an entry level position. To be accepted as a Grounds Specialist, incumbents must have a minimum of two years as a Groundskeeper and demonstrate competency in maintaining a complete site that includes landscaping, horticultural techniques, beautification, litter, and lawn care.

Essential Duties and Responsibilities

Incumbents in this position are capable of performing all of the essential duties, however, may specialize in a portion listed below based on the needs of the school sites and other facilities, and projects:

- Mows, edges, aerates, and re-seeds lawns. Trims shrubs, hedges, and trees. Hoes weeds and rakes lawns. Operates and cleans power walking and riding lawn mowers, power blowers, and other motorized equipment requiring similar skill.
- Assists with landscaping projects. Constructs and contours raised beds, gardens, and drainage areas.
- Plants and cultivates trees, grass, flowers, and shrubs. Applies fertilizer as needed. Spades and otherwise prepares grounds for planting.
- Removes weeds, blows, rakes, and removes trash and debris from walkways, culverts, stairways, roadways, planters, and parking. Maintains in-ground drains and culverts.
- Cleans fields and facilities following events. Performs general grounds clean-up including picking up paper and trash on grounds areas. Performs maintenance and cleaning duties of play/sport facilities.
- Maintains and assists with construction and repair of irrigation systems. Digs trenches, unloads and relocates materials, and cleans tools and equipment.
- Assists with repairs to and replacement of landscape irrigation components. May make changes to shutoff valves, irrigation valves, and physical layouts.
- Participates in adjusting, maintaining, and repairing electronic timers. Replaces and

repairs a wide variety of sprinkler heads and lines by removing, disassembling and replacing worn or broken parts.

- Participates in draining, flushing, cleaning, and repairing water storage reservoirs and irrigation boxes from water sources on a periodic basis.
- Assists with preparation of play/sports fields. Mows, grooms, paints, and lines athletic and public use play fields to comply with pre-set dimensions.
- Performs surveillance over play and other public areas to identify potential safety issues.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires working knowledge of the procedures, methods, techniques, and equipment used in grounds and landscape maintenance. Requires knowledge of the procedures used in the proper application of fertilizers and other additives. Requires basic knowledge of routine maintenance of sprinkler irrigation systems. Requires sufficient human relations skill to interact with co-workers, staff, and students. Requires sufficient arithmetic skills to calculate weights, proportions, and sums.

▪ Abilities

Requires the ability to perform all of the essential duties of the position. Requires the ability to plant, cultivate, prune, and care for plants, trees, and lawns. Requires the ability to use herbicides and pesticides safely. Requires the ability to perform sidewalk repairs, including mixing and pouring concrete, asphalt, etc. Must be able to identify common turf and other plant diseases and pests and take steps to mitigate or eradicate. Requires the ability to use and perform servicing and minor repair to hand tools, mechanical equipment and power tools and rolling stock. Requires the ability to maintain accurate records. Requires the ability to prioritize and organize work to meet timelines and deadlines.

▪ Physical Abilities

Requires the ability to stand for extended periods of time, walk up to 400 yards uninterrupted, and manipulate (lift, carry, move) light to heavy weights of up to 50 pounds on a regular basis. Requires the ability to push, pull, and guide materials over 75 pounds. Requires the ability to climb (e.g. ladders), stoop, kneel, and crouch on a regular basis. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate common grounds equipment and read instructions and safety information. Requires auditory ability to hear machinery sounds and alarms. Requires near and far visual acuity to read printed materials and observe grounds objects. Requires speaking ability to carry on ordinary conversations. Requires the ability to work in extreme temperature conditions.

▪ Education and Experience

The position requires High School diploma or equivalent and 2 years of experience in a grounds keeping or landscaping or equivalent.

▪ Licenses and Certificates

Requires a valid Driver's License and medical examination card. May require a pesticide applicator certificate.

Working Conditions

Work is performed mostly outdoors where significant health and safety considerations exist from physical labor and working with machinery.

St. Helena Unified School District**Position Description**

Position: Custodian Services Team Leader I and II	Position Number:
Department/Site: School Site or Roving	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: I = 115 II = 116

Summary

Leads and provides custodial services and light maintenance work at a school site, or for services to a cluster of schools. Ensures safe school environs, assigns custodians, cleans a designated area, and inspects work of peers for quality.

Distinguishing Career Features

Custodial Services Team Leaders generally serve as the senior day custodian at a school site. The Custodial Team Leader I requires 3 years of experience as a Custodian in the District or five years total, and demonstrated skills and abilities in integrating custodial work with light maintenance, prioritizing work assignments, working independently, and communicating as part of a team with fellow Custodians. Advancement to Team Leader II, requires that incumbents must be assigned to a secondary school and demonstrate the ability to lead larger crews, or can lead teams at multiple sites and lead major cleaning such as carpeting, and stripping and refinishing of floors.

<u>Position</u>	<u>Assignment</u>	<u>Leadership Scope</u>	<u>Other Factors</u>
Team Leader II	Team leader for a high school, or multi-site and major cleaning/ refinishing leader.	Substantial coordinating for custodial crews. Organizes and assigns work.	Facilities that have special cleaning and appearance needs
Team Leader I	Team leader for a elementary school.	Organizes and sequences the work at one site involving a small crew.	

Essential Duties and Responsibilities

- Organizes, prioritizes, and carries out the custodial services one or more school sites. Coordinates, assigns, performs a fair-share in work, and inspects the results of fellow Custodians. Provides communications to the staff on other work shifts or maintenance on matters needing attention.
- Performs Custodian duties and provides or coordinates orientation and training of Custodians in work methods, best and safe practices.
- Oversees and participates in major cleaning projects that include carpets, wood floors requiring stripping and refinishing, walls, and windows. Initiates orders for equipment and supplies in connection with projects.
- Reviews daily and weekly site schedules and rearranges routines for custodial services in minimize interruptions. Maintains records of work activity. Reviews custodians time cards for accuracy and processes to accounting.
- Reviews work order requests and organizes repairs to optimize use of staff and respond to highest priority needs. Follows up on major maintenance work requests. Ensures the

cleanliness, and proper appearance of facilities including sport areas and auditoriums.

- Confers with school administrators or Facilities supervision regarding custodial and maintenance needs of assigned building, grounds, and facilities.
- Unlocks and locks doors and gates. Inspects buildings and grounds for damage, security, and safety hazards.
- Initiates orders for, and receives, stores, and issues, custodial supplies, materials, and equipment.
- Oversees and participates in cleaning and setup of rooms, furniture, and equipment arrangement for school activities and special events.
- Oversees and sets up rooms and facilities for a variety of day and evening activities.
- Inspects custodial cleaning of facility interiors, exteriors, and nearby grounds by conducting walk-through reviews. Documents daily work activity such as attendance of Custodians, work performed, problems encountered, and supplies consumed.
- Initiates ordering of supplies and other purchased items. Receives, verifies, loads unloads, and stores inventory and supplies. May assemble furniture and other fixtures. Verifies shipments and processes documents for payment of invoices.
- Performs the duties of a Custodian as required to meet timelines and quality.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires working knowledge of methods, materials, tools and equipment utilized in custodial and general maintenance. Requires skill in using the full range of equipment used in custodial work. Requires basic understanding of the operating characteristics of heating and air conditioning equipment sufficient to replace filters and similar accessories. Requires a working knowledge of work hazards and safety practices. Requires knowledge of leadership practices. Requires sufficient English language writing skill to document work activity. Requires sufficient human relations skill to influence the productivity of a small team and work cooperatively with site personnel and the public.

▪ Abilities

Requires the ability to perform all of the essential duties of the position on a journey level. Requires the ability to schedule, assign and perform quality reviews of the work of Custodians. Requires the ability to demonstrate custodial equipment and methods to Custodians. Requires the ability to plan, prioritize, and assign work in order to meet schedules and timelines. Must be able to write and maintain routine records, reports and correspondence. Requires the ability to work varying schedules.

▪ Physical Abilities

Incumbent must be able to function effectively indoors and outdoors engaged in work of primarily an active nature. Requires the ability to maintain cardiovascular fitness to engage in strenuous physical labor. Requires near visual acuity to write, to read directions

and product labels, and to observe environmental conditions. Requires sufficient hearing and speech for ordinary communication, to hear sound prompts from equipment, and to determine if equipment is functioning properly. Requires manual and finger dexterity to write and to clean and make minor repairs. Requires the ability to lift (from overhead, waist and floor levels, max. 75 lbs.), carry (max. 75 lbs.), push, pull, bend, squat, reach (from low, level, and overhead), and twist and turn head and trunk to clean and to remove trash, move furniture and equipment. Requires the ability to stand and walk for extended periods of time.

- **Education and Experience**

The position typically requires completion of high school and five years of experience as a Custodian performing general maintenance.

- **Licenses and Certificates**

Requires a valid Driver's License and a First Aid Card.

- **Working Conditions**

Work is performed indoors and outdoors where significant health and safety considerations exist from physical labor and handling of materials that include waste and blood born pathogens.

St. Helena Unified School District

Position Description

Position: Library Media Specialist	Position Number:
Department/Site: School Site	FLSA: Non-exempt
Evaluated by:	Salary Grade: 115

Summary

Organizes and performs a variety of clerical and technical library duties in a school library, ensuring student access to materials, reference, and search resources. Maintains

Distinguishing Career Features

The Library Media Specialist represents the first level in a library support career ladder. Advancement to Senior Library Media Specialist is possible by assignment to a high school and a demonstrated ability to provide a full range of customer services encompassing circulation, advanced copy cataloging, basic-to-intermediate reference, periodical research, and coordination of computer labs. Advancement to Senior Library Media Specialist also requires recognition as an advanced user of computer-aided library systems.

Essential Duties and Responsibilities

- Schedules and implements orientation for library use. Assists students with use of the library. Assists them to find materials, teaches them to use resource guides. Teaches use of computer-aided catalogs and library numbering systems.
- Assists, orients, and conducts in-service classes for students in areas such as general use of the library, including use of electronic media and basic reference support.
- Assists teachers and Librarian with the selection of materials that support state and school adopted curriculum corresponding with age, grade, and course level of students. Prepares purchase orders and other required paper work, routes for purchase.
- Charges out and checks in library materials and textbooks. Collects service charges on overdue, lost, or damaged materials. Prepares overdue notices and other similar short forms.
- Maintains an automated circulation system. Updates calendar, textbook, library collection, and student information. Associates textbooks with teachers, classes, and students.
- Receives new materials (books, media, or periodicals), enters into system, prepares for and enters into circulation (shelves). Affixes location numbering to library materials and enters information into an automated library record system.
- Receives, documents, stores, and distributes textbooks. Works with a Librarian and/or administrator to evaluate the condition of and estimate the need for purchasing library materials and textbooks.
- Organizes and facilitates reading programs designed to stimulate student interest, ability, and motivation in reading including book talks or reading clubs.

- Mends and repairs book and non-book materials. Disposes of damaged, out-of-adoption, or outdated materials according to established policies and procedures. Conducts annual physical inventory of all Library materials.
- Organizes and decorates library. Designs and constructs library displays, bulletin boards, posters and signs. Maintains a clean and orderly environment.
- Circulates, stores, inventories, maintains, performs minor repair and operates a variety of audiovisual equipment in support of library services.
- Orders books, magazines, and periodicals for library use within established parameters set by a Librarian.
- Follows-up on overdue materials. Bills and collects fees. Sets up and/or releases student record holds.
- May update web-site pages to facilitate communications about the library and its collection, hours, and services.
- Performs routine clerical and record keeping duties.
- May train and oversee the work of student helpers and volunteers.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires specialized knowledge of basic library methods, practices and terminology including use of library computer-aided catalog and basic reference sources. Requires working knowledge of the Dewey Decimal System of classification. Requires working knowledge of online public access catalog systems. Requires working knowledge of, and skill at accessing automated library systems and records. Requires a working knowledge of the policies and procedures encompassing library operations. Requires sufficient knowledge of personal computer workstations and common business and education software to instruct others in their use and provide basic troubleshooting. Requires a working knowledge of the procedures used for purchasing library materials. Requires sufficient knowledge of the English language to write instructions and read expressively. Requires sufficient human relations skill in order to influence students' reading habits and to interact with staff and teachers on administration of library programs.

▪ Abilities

Requires the ability to perform the essential functions of the position with only general supervision and support. Requires the ability to follow detailed procedures such as standard library cataloging and filing rules. Requires the ability to schedule library and computer lab services to optimize class and individual student use. Requires the ability to organize computer files for remote access. Must be able to maintain a well organized and attractive library setting. Must be able to apply and explain library rules, regulations and policies. Must be able to monitor and maintain acceptable student behavior. Requires the ability to deal courteously with library patrons including students, teachers, parents and members of the public. Must be able to organize and prioritize projects. Must be able to perform routine clerical and record keeping duties.

- **Physical Abilities**

Incumbent must be able to function indoors in an office and/or library circulation desk environment engaged in work primarily of a moderately active nature. Requires hearing and speech ability for ordinary conversation and to project voice to a small group. Requires sufficient manual and/or finger dexterity to type/keyboard and otherwise operate microcomputers and other office equipment. Requires ambulatory ability to sit, walk, to move about office and campus environs, and to lift and carry light to medium weight materials on an intermittent basis.

- **Education and Experience**

The position requires an Associate's Degree with coursework in library science or equivalent one year of experience in a library or similar instructional setting.

- **Licenses and Certificates**

May require a valid driver's license.

- **Working Conditions**

Work is performed indoors with minimal exposure to health and safety hazards.

St. Helena Unified School District**Position Description**

Position: Braille Transcriber I and II	Position Number:
Department/Site:	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grade: 115

Summary

Prepares Braille transcriptions and large print, tactile, and aural media materials for use in elementary and secondary level curriculum by visually impaired students needing access to educational materials in alternative formats. Provides instructional support to a variety of students who may be low functioning and require additional services.

Distinguishing Career Features

The Braille Transcriber I is a specially trained position within the instructional support environment. The Transcriber I is certified by the Library of Congress in Literary Braille and has completed course work for the Nemeth Code for Math Transcription. It is possible to be classified as a transcriber II with additional certifications in math and music. Advancement potential also exists within the career path for Instructional Support Assistants.

Essential Duties and Responsibilities

- Transcribes a variety of elementary and secondary grade level instructional materials into Braille for use by visually impaired students.
- Using specialized Braille equipment and computer aided software, converts teacher-made lessons, tests, printed text, math and science symbols, music (based on ability) and books not otherwise available in Braille. Adds texture to pictures and charts.
- Translates communications, homework, and test papers between students and teachers, assuring comprehension, accuracy of subject matter, and compensation for differences in communication abilities.
- Enlarges printed materials for use by students with limited visual acuity. Transfers materials to computer files that can be accessed by specialized software.
- Instructs students in Braille alphabet and numbers. Reviews student preparation and for current assignments. May be required to greet student (and parent) and assist with mobility, relocating within the school site, and hygiene.
- Assists in conducting lessons and with other classroom activities such as projects, small group exercises, and independent study. Tutors in a range of subjects.
- Assists with preparation of instructional and testing materials. Suggests and may prepare materials that offer alternative approach to facilitate student learning.
- Confers, as needed, with teachers concerning student needs. Alerts teachers to any special problems or information concerning students. Assists teachers, resource staff, and parents to develop and evaluate individual and group educational goals and objectives.

- Assists and guides students by appropriate positive feedback, emotional support, patience, and friendly, engaging attitude.
- Develops and uses incentives as positive reinforcement. Assesses the need for, and uses appropriate discipline in accordance with grade level and student's ability to understand discipline.
- May assist students with personal hygiene matters, which could involve assisting with lavatory and other personal care activities.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires complete competency in translating literary and math Braille. Requires knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or small group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of special education programs and processes. Requires knowledge of and skill at using personal computers and other equipment to produce Braille, tactile, and large print. Requires sufficient human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information, and demonstrate sensitivity to the special needs of students.

▪ Abilities

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to read and write Braille. Requires the ability to assess the needs of individual students and develop programs to meet those needs. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to make informal presentations to individual and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.

▪ Physical Abilities

Requires the ability to perform indoors in an office and/or classroom/laboratory environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate learning aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 50 pounds).

- **Education and Experience**

The position requires a high school diploma or equivalent and coursework in literary and math Braille and prior experience (which can be concurrent with coursework) preparing Braille, tactile, and large format print materials.

- **Licenses and Certificates**

May require a valid driver's license. Certificate from the Library of Congress in Literary Braille. Additional certificates in Nemeth Mathematics Braille and Music Braille will enable placement as a Braille Transcriber II.

- **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

St. Helena Unified School District

Position Description

Position: Para-educator III Special Education	Position Number:
Department/Site	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grades: 115

Summary

Provides instructional, group and individual behavior, and clerical support to teachers in special education classroom settings. Assists teacher with instruction and classroom management that occurs in special education classrooms. Performs specialized instructional support to moderate to severe handicapped individuals in the classroom and play field environments.

Distinguishing Career Features

The Para-educator III is the senior-most in a three level career path for instructional and therapeutic support to teachers. The **Para-educator I** provides instructional assistance to general education classrooms where activities can be carried out by an incumbent who meets NCLB requirements, namely the passing of a competency assessment. Advancement to **Para-educator II** requires more advanced knowledge, skill, and ability to work with special Education environments and students who will rotate from special education to general education and including support to severely handicapped students. These positions typically have work assignments involving academic, therapeutic, behavioral, and medical dimensions. Advancement to **Para-educator III** Special Education requires three years prior experience in the district working with students who are severely disabled. This position is designed for higher levels of specialized support and whose positions provide continuous support to severely disabled students the majority of the day during instructional hours.

Essential Duties and Responsibilities

- Works on an in-depth basis with small groups and/or individual students on special subjects and exercises, and/or with special needs (e.g., severely disabled) to execute individual lesson plans and strategies for maximizing learning experiences.
- Prepares and may develop age-grade appropriate instructional aids and exercises to support curriculum being taught.
- May assist special program administrators and/or teaching staff with preparation and presentation of in-service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Confers with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives. Assist with implementation of special programs.
- Administers assessment instruments (spelling tests, etc.), scores objective tests and written papers, and keeps appropriate records for teachers, including those on computerized student information and grading systems.

- Monitors classroom activities when a teacher is absent from the classroom. Accompanies students going from one location to another. Observes, monitors, and controls behavior of students within approved procedures.
- Reports students' academic and behavior progress and performance to teachers. Documents student progress by correcting assignments, administering and scoring criterion referenced tests, recording and sharing test scores and curriculum based measurements in reading.
- Confers, as needed, with teachers, resource staff, and other school personnel concerning programs and materials to meet student needs. Alerts teacher to any special problems or information concerning students in assigned program. Arranges and participates in parent conferences.
- Assists special program administrative staff with the preparation and presentation of in service training sessions. Assist in organizing meetings, participate in meetings to share information about program to which assigned.
- Prepare and maintain a variety of files and records for classroom or assigned program.
- Provides clerical and technical assistance to teachers such as researching and ordering books and school supplies, maintaining a workroom inventory.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves and enhance instructional programs.
- May assist with loading and unloading of students onto buses, and oversight at lunches and snacks. Assures safety of students following health and safety rules.
- Will be required to assist students with certain medical and hygiene functions. These activities could range from physical hygiene to dispensing medications, tubular feeding, limited invasive connections, and other applications in compliance with medical and legal requirements.
- Performs other duties as assigned that support the overall objectives of the position.

Qualifications

• Knowledge and Skills

The position requires in-depth working knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires previous experience working in special education programs. Requires a working knowledge of medical and therapeutic protocols and procedures used for student hygiene and comfort. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to

support learning, well-developed record information, and send communications. Requires human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students. May require competency in a second language.

- **Abilities**

Requires the ability to assist teaching staff with implementation of instructional goals and activities. Requires the ability to assess the needs of individual students and develop instructional support techniques and materials to meet those needs. Requires the ability to perform specific medical or therapeutic processes following protocols and procedures developed by a licensed health care professional. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers. May require competency in a second language or basic competency in sign language.

- **Physical Abilities**

Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 50 pounds) on a regular basis, and heavy weight (under 75 pounds) without labor saving equipment on an intermittent basis.

- **Education and Experience**

This position requires a high school diploma or equivalent and successful completion of a competency assessment demonstrating knowledge and ability to assist in instructing reading, writing, and mathematics. Requires three years prior experience working with moderate to severe handicapped students in a special education classroom environment and the completion of an approved sequence of training modules.

- **Licenses and Certificates**

May require a valid driver's license. Require a valid first aid and CPR certification.

- **Working Conditions**

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

St. Helena Unified School District**Position Description**

Position: Community Liaison	Position Number:
Department/Site:	FLSA: non-exempt
Reports to/Evaluated by:	Salary Grade: 115

Summary

Coordinates services and provides parent-to-parent support for families with school-aged children targeted as at-risk, in environments such as those where positive attendant must be improved.

Distinguishing Career Features

The Community Liaison provides communications, instructional assistance, and referral support to school districts, parents, families, and students qualifying for a target program such as, but not limited to home schooling or alternative education. Community Liaisons and other positions such as those connected with parent education and early intervention are part of special funded programs combining education support and social services. The District employs job classifications that are designed to enhance educational opportunity for targeted populations. These classifications focus on a range of services such as parent education, early intervention, preschool, and community liaison.

Essential Duties and Responsibilities

- Provides parent-to-parent support through personal contacts within the home and/or other locations away from school sites. Invites parent participation in school and community-based volunteer opportunities.
- Receives referrals and responds to requests for resource information and parent support.
- Assists with enlisting parent volunteers (including interpreters) to help with home school needs. Assembles small groups of parents for helping each other and for developing home school networks. May locate and orient volunteer parents.
- Assists in the presentation of parent workshops for families on topics of interest to families.
- Participates in public awareness activities at the District or during community events (health fairs, etc.) which may include evening and weekend hours.
- Maintains logs and summary reports of parent contacts, learning materials distributed, support groups, parent workshops, etc. Maintains activity log and travel expenses.
- Attends community-based programs and events to keep up-to-date with trends and be more familiar with other resources.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

The position requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires basic knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual studies. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Requires sufficient human relation skills to work productively and cooperatively with teachers, students, and parents in informal settings, exercise patience when conveying information, and demonstrate sensitivity to the special needs of students. May require knowledge of and competency in a second language.

▪ **Abilities**

Requires the ability to assist teaching staff and program coordinators with implementation of programs and activities to accomplish outreach goals. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to enlist parent volunteering. Requires the ability to relate positively to parents and students in a learning environment in a way that builds confidence, social skills, positive behaviors, and recognizes socioeconomic and cultural differences.

▪ **Physical Abilities**

Requires the ability to perform indoors in a home, hospital, or other non-school site environment engaged in work of primarily a sedentary nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to parents and students, and to operate personal computers.

▪ **Education and Experience**

The position typically requires the equivalent of a high school diploma and one year of experience working with students in an instructional or social service setting.

▪ **Licenses and Certificates**

Requires a valid driver's license.

▪ **Working Conditions**

Work is performed indoors with some, yet infrequent exposure to health and safety considerations.

St Helena Unified School District**Position Description**

Position: Secretary – Academic Services, Senior	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: 116

Summary

Performs a variety of complex and responsible administrative and secretarial support, and technical record keeping, profiling and reporting or other support duties supporting a district-wide program that operates within an environment of well-established policies, procedures, and mandated regulations.

Distinguishing Career Features

Senior Secretary – Academic Services represents the senior-level in career path for secretarial and administrative support that encompasses school sites and district office functions.. The Senior Secretary performs secretarial duties requiring procedural knowledge of school site operations and the details of special programs, such as SARB, SELPA, etc., and the ability to work with student demographic information for data analysis. The Senior Secretary also requires the ability to work with categorical programs and pupil services; and to serve a District-level position or equivalent leadership position that is integrating related, yet unique sub-functions and teams. Advancement to School Office Team Leader is based on need, compliance with the qualifications of the position, and the ability to lead a team of site-based support staff.

Essential Duties and Responsibilities

- Plans, schedules, and performs a variety of secretarial and clerical work related to academic programs, special education, categorical programs, student behavior, research or other assigned programmatic support.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls as necessary.
- Provides information to visitors and/or other interested parties, and provides routine external liaison in one or more of a range of contexts.
- Provides information and assistance to school personnel or the public in a variety of matters requiring a detailed knowledge of rules, procedures, policies, precedents and activities.
- Sets up project and program timelines, sequences communications, monitors dates and deadlines, and coordinates data gathering and reporting for accountability, performance, and other reports.
- Oversees and coordinates collection of, and compiles alphanumerical and statistical data into and from student files and databases to prepare reports for internal and external agencies, including those which are mandated.

- Reviews and prepares documents for entry of information into electronic data processing system. Follows up as necessary to complete documents. Enters and updates information into system according to standard formats.
- Coordinates and schedules meetings as directed. Prepares schedules and informs participants, confirming dates and times.
- Establishes and maintains filing systems on a variety of subject matters. Compiles information from various sources to produce or assist with internal and external reports. Prepares and types a variety of forms.
- Creates and maintains filing systems for education service areas such as assessment, academic achievement and outcomes, individualized education plans, performance measurement, and events.
- Receives and forwards, or acts on, legal process documents, guided by District policies and procedures and regulations. Ensures the privacy of student and other information.
- Maintains specialized spreadsheets and databases extracted from student and other academic systems and relevant to district-wide programs.
- Works with specialists, students, enrolling in special programs, testing, coordinating special events etc. Administers, scores, and files test results.
- Prepares, assembles, maintains and updates calendars, schedules, lists, manuals, directories, and handbooks for distribution and use by others. Prepares informational packets for others to use in presentations and meetings.
- Prepares and types letters, memoranda, forms, reports, bulletins, handbooks, questionnaires, requisitions and documents with minimum direction. Reviews forms and materials for completeness, accuracy and conformance with established requirements.
- Prepares and processes purchase orders, invoices. Follows-up on approved purchases for delivery status, costs, and in the case of project-oriented services, work in progress and outstanding balances.
- Responds to requests for information of a specialized or private nature requiring the use of discretion and judgment in explaining regulations and procedures.
- Administers, scores, and files tests as assigned.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills

The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires working knowledge of special educational and categorical programs, research, and paralegal processes used in discipline and proceedings. Requires a working knowledge of personal computer-based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, and database software used in education. Requires knowledge of, and skill at extracting and

reformatting data from multiple sources. Requires business mathematics skills to compute sums and basic statistics. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.

▪ **Abilities**

Requires the ability to perform all of the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform administrative and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District, site, and department organization, operations, programs, functions and special department terminology when performing assignments. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to use a personal computer to produce correspondence, promotional materials, layouts, and conduct research. Requires the ability to maintain confidentiality of private and sensitive information.

▪ **Physical Abilities**

The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions.

▪ **Education and Experience**

The position typically requires an Associate's degree with curriculum in business, early childhood education, paralegal studies, or equivalent, and four years of progressive experience providing administrative support in a school or legal setting. Additional higher education may substitute for some experience.

▪ **Licenses and Certificates**

May require a valid driver's license.

▪ **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Office Services Team Leader	Position Number:
Department/Site: K-8 environments	FLSA: non-exempt
Reports to/Evaluated by: Principal	Salary Grade: 116

Summary

Coordinates work activities for the main office and performs responsible and complex secretarial and clerical duties for a Principal of an elementary school. Assists the Principal by performing routine administrative tasks and coordinating the workflow and clerical support activities of the school office.

Distinguishing Career Features

The Office Services Team Leader is the first in a career path designated for school site office leadership. Team Leaders have functional responsibility for an elementary or middle school office. The Team Leader organizes, oversees, and performs a range of duties, although they may vary site-to-site. On behalf of the Principal, the Team Leader, organizes work to optimize available staffing and timelines, all the while applying knowledge of general office and information flow, attendance, registration, records and budget. The Team Leader may also provide administrative support to teachers with special assignments such as athletics. Advancement to this level requires the ability to develop, install and monitor work methods and standards that represent best practice and are consistent with the policies, guidelines and directives established by the Principal and District. Advancement to Senior Team Leader at the High School based on need, advance expertise in computerized student applications and the ability to oversee and participate in a full range of secondary school support.

Essential Duties and Responsibilities

- Coordinates school office activities. Coordinates communications regarding school activities, events and timelines to relieve the Principal of routine administrative detail.
- Performs secretarial duties for the Principal. Composes letters, memoranda and bulletins independently within scope of authority. Schedules appointments and maintains calendar. Oversees distribution of mail.
- Assists in the preparation of the school budget. Organizes historical budget and financial materials for proposals and monitors expenditures against approved budgets. May coordinate information requests and proposals from parent and other groups.
- Monitors approved budgets and prepares periodic reports and feedback to the Principal, District administration and outside agencies as mandated or requested.
- Organizes and participates in student registration, and updating of student demographic information, grades, test scores, and other private information to databases.
- Coordinates and monitors requests for substitute teachers. Assembles materials for substitutes and provides orientation on items such as programs, schedules, and curriculum needs.

- Coordinates and monitors student attendance recording done by others to assure accuracy. Reviews weekly and other reports to verify and compare enrollment trends, determine correctness of information, and prepare reports to the District.
- Processes certificated and classified payroll items. Maintains absence records and reports with respect to personnel.
- Assists substitute teachers and classified personnel by providing them with keys and materials. Prepares substitute personnel time sheets and releases or retains the substitute at the end of the day.
- Arranges meetings. Notifies participants, prepares agenda and materials, records minutes, transcribes and distributes as directed.
- Provides information over the phone or in person to parents, students or school personnel as appropriate. Routes calls to appropriate persons and authorities.
- Prepares schedules, letters, memoranda, requisitions, lists, bulletins, reports and statistical data. Prepares and/or coordinates preparation of handbooks, newsletters, and other documents, reviewing materials for grammar, completeness and accuracy.
- Prepares and processes purchases orders and internal requisitions. Receives, verifies, stores, and distributes purchased materials. Maintains materials and supply inventory.
- Performs research as directed by the Principal. Computes and compiles information and statistical reports.
- Reports and prepares work orders for necessary repairs to buildings and equipment.
- Coordinates special events such as those for visitations and fund-raising. May collect, deposit and account for money collected in conjunction with fund-raising and other student and school activities. May administers a revolving cash fund.
- Provides work training and guidance to other clerical staff, students, and volunteers.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, special applications used in education, and data entry onto custom databases. Requires basic skill at facilitating problem-solving processes. Requires sufficient math skills to perform basic financial and statistical record keeping. Requires sufficient knowledge of proper English usage, grammar, spelling, and punctuation to prepare professional correspondence. Requires sufficient human relations skill to work productively and cooperatively with diverse groups within and outside the District, and exercise patience when dealing with internal and external customers, and convey technical concepts.

- **Abilities**

Requires the ability to independently perform all of the duties of the position in an environment dominated by interruptions. Requires the ability to accurately take and transcribe notes and/or meeting minutes/recollections. Must be able to learn, interpret, explain and apply knowledge of District and site organization, operations, programs, functions, special terminology used in the organization unit, and labor agreements to relieve an administrator or program director of a variety of administrative details. Requires the ability to prepare spreadsheets, graphs and charts, and enter, import, and export data to and from databases. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to communicate with staff and customers using patience and courtesy, and in a manner that reflects positively on the organization unit.

- **Physical Abilities**

The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to utilize microcomputers and peripheral equipment, accomplish other desktop work, and to move to various locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate (50 w.p.m.), operate microcomputer, and to operate other standardized office equipment, almost constantly requiring repetitive motions.

- **Education and Experience**

The position typically requires knowledge equivalent to a high school diploma, supplemental college business courses and 4 years of progressive experience in a clerical, financial and secretarial capacity. Alternatively, an Associates Degree and two years of progressive secretarial experience would be acceptable.

- **Licenses and Certificates**

May require a valid driver's license. Requires a first-aid card.

- **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Library Media Specialist - Senior	Position Number:
Department/Site:	FLSA: Non-exempt
Evaluated by:	Salary Grade: 116

Summary

Provides a variety of technical and clerical library services including, but not limited to technical support for computer-aided library systems, leadership over day-to-day customer service operations of a secondary school library, and advanced assistance to library users that include and are not limited to reference, cataloging, bibliographic search, and circulation.

Distinguishing Career Features

The Senior Library Media Specialist provides technical library support services. Advancement to this level, requires compliance with the education and experience requirements and a demonstrated ability to organize, coordinate, and provide a full range of customer services encompassing circulation, advanced copy cataloging, intermediate reference, periodical research, coordination of computer usage, and textbook management. Senior Specialists are also trained for and regarded as advanced users of specialized computer applications for libraries.

Essential Duties and Responsibilities

- Assists teachers by scheduling computer lab, in-service tours, and special study groups along with the established operations of a school Library.
- Conducts in-service classes for students in areas such as general use of the library, including use of electronic media, internet searches, and basic reference support.
- Assists students with general use of the library, to find and select materials, and use resource guides. Provides instruction in use of computer-aided cataloging systems.
- Coordinates scheduling and use of computer workstations and labs located in the library. May provide basic technical support to students using personal computer workstations.
- Maintains an automated circulation system by updating textbook and student information such as student lists, due dates, and location of collection items. Associates textbooks with teachers, classes, and students. Researches and resolves basic technical issues, referring complex problems to information technology staff.
- Contributes to efficient scheduling and use of the library, including computer usage. Creates and maintains a schedule for use of library facilities by classes, individual students, and staff. Orients students in the use of computer-aided library applications.
- Provides support to library enrichment programs such as those for independent reading. Records student participation and enters information into student files.
- Facilitates communications with teachers and administrators about enhancements and

changes to the library collection.

- Places orders for books, periodicals, and a variety of supplies for library use within pre-established parameters, procedures, and approvals. Maintains, monitors and renews periodical subscriptions, ensuring complete listing and documentation of holdings.
- Receives new materials (books, media, textbooks or periodicals), enters into system, prepares for and enters into circulation (shelves). Provides location numbering to library materials and enters onto an automated library record system using a personal computer.
- Assists students and staff by answering questions on the use of the library, internal and external resources, and location of materials. Provides instruction on the use of computers in the library. Processes a full range of library material and fee transactions.
- Communicates and monitors student conduct in the library. Participates with others to develop and communicate library use policies and guidelines.
- Provides basic-to-intermediate level reference services to students and staff using automated and manual resources.
- Assists with bibliographic searching involving either manual or computerized techniques requiring accuracy and knowledge of library terms and bibliographic elements.
- Maintains records for lost and overdue books and fines. May issue grade and record holds based on student account balances.
- Trains and oversees student workers.
- May organize, coordinate, conduct periodic library events and/or prepare newsletters.
- Conducts annual physical inventory of all Library materials and textbooks. May mend and repair book and non-book materials. Disposes of damaged or outdated materials according to established procedures.
- Mends and repairs book and non-book materials. Disposes of damaged, out-of-adoption, or outdated materials according to established policies and procedures. Conducts annual physical inventory of all Library materials.
- Coordinates, designs, and constructs library displays, bulletin boards, posters and signs. Maintains a clean and orderly environment.
- May coordinate or serve as a first point of contact for special projects such as, but not limited to, concerning library services, operations, data management, and inventory. Participates with other schools and school districts where services are shared.
- Assists information technology staff with troubleshooting and upgrading of computer software applications, hardware, and peripheral equipment.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires an in-depth procedural knowledge of library methods, practices and terminology including use of automated library cataloging and basic reference sources. Must have a complete understanding of the Dewey Decimal System of classification and other rules for cataloguing. Requires a basic knowledge of machine readable classification and coding. Requires a working knowledge of automated carding systems and records. Requires knowledge of and skill at conducting bibliographic searches. Requires a working knowledge of personal computer-based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, research, and database software used in education for data entry and retrieval. Requires a basic knowledge of financial record keeping sufficient to process transactions and maintain a portion of a departmental budget. Requires sufficient human relations skills to convey specialized concepts to students in one-on-one and small group settings, and resolve urgent student needs. Requires sufficient arithmetic skills to arrange materials in numerical sequences and to calculate sums. Requires sufficient writing skills to document instructions on use of library services.

▪ Abilities

Must be able to perform all of the duties of the position with only general supervision and support. Requires the ability to follow detailed procedures such as standard library cataloging and filing rules. Requires the ability to use cataloguing software programs to download and transfer information onto library circulation programs, organize files for remote access, and instruct others. Requires the ability to learn and apply public access cataloging including class and teacher-to textbook associations. Requires the ability to maintain a well organized and attractive library setting. Must be able to apply and explain library services, layout, rules, and policies. Must be able to maintain the circulation area in a manner conducive to support research and studying. Requires the ability to perform basic troubleshooting and orientation to personal computers. Requires the ability to deal courteously with student and teacher library patrons. Must be able to perform routine clerical and record keeping duties.

▪ Physical Abilities

Incumbent must be able to function indoors in an office and/or library circulation desk environment engaged in work primarily of a sedentary to moderately active nature. Requires ambulatory ability to sit, stand, kneel, stoop, reach, twist, walk and move carts. Requires sufficient visual acuity to recognize letters and numbers. Requires sufficient hand-arm-eye coordination to use a personal computer keyboard. Requires the ability to reach to selves for placement of light-to-medium weight objects (less than 40 pounds). Requires sufficient hearing and speech ability to carry on conversations in person and over the phone.

▪ Education and Experience

The position requires an Associate's Degree in library science curriculum and two years of experience in an academic library setting.

▪ Licenses and Certificates

May require a valid driver's license.

▪ Working Conditions

Work is performed indoors with minimal exposure to health and safety hazards.

St. Helena Unified School District**Position Description**

Position: Food Production Team Leader	Position Number:
Department/Site:	FLSA: Exempt
Reports to/Evaluated by:	Salary Grade: 116

Summary

Plans, organizes, sequences, supervises, and coordinates food preparation at a central food and meal production facility. Oversees cooking, baking, food preparation and assembly of meals in large quantities for a variety of school sites and menus. Orders and maintains an inventory of food items by determining the quantity of food required and makes the appropriate orders. Oversees and maintains food production/consumption records in compliance with state and federal requirements.

Distinguishing Career Features

The Food Production Team Leader is a working partial leadership position, over food service employees engaged in assembly-line food item and meal production and serving. The Food Production Team Leader requires the ability to setup production from schedules and menus and integrate ordering, preparation, packaging, inventory, storage, and timely transport to and from serving areas and sites.

Essential Duties and Responsibilities

- Organizes, sequences food prep steps, assigns food service staff to specific stages and participates in food prep, such as, cooking and baking, processing, packaging and presentation.
- Sequences food preparation activity to produce multiple food items. Ensures adequate food product to meet projected quantities. Works from reports of projected meal volumes to determine the food product to produce the required number of meals.
- Oversees and participates in cooking, baking, and serving of food items.
- Evaluates the efficiency of food and meal production processes. Provides and coordinates training of food service staff on new equipment and work methods.
- Prepares and maintains various records and reports on operations and activities including inventory, personnel, sales, meals served, monies collected, requisitions, daily reports, work schedules and production sheets.
- Recommends and assists in the implementation of department goals and objectives. Implements policies, procedures, schedules, and work methods.
- Monitors the preparation, serving and storage of food to ensure compliance with District and sanitation requirements.
- Leads and may set up serving and sales areas for students, teachers and other personnel.

Performs a variety of food service duties as needed to assure timely preparation and service.

- Monitors food quality and packing of assembled meals and may order line adjustments to fulfill production needs or shutdown in order to resolve problems.
- Assures cleanliness and maintenance of food production equipment. Inspects and participates in cleaning and maintaining equipment.
- Evaluates levels of food inventory and after reviewing projected numbers of meal orders. Initiates orders for food items and related products to fulfill requirements.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires working knowledge of institutional quantity food preparation and packaging methods, procedures, and service. Requires a working knowledge of food and meal production, production scheduling, catering, business record keeping, and kitchen sanitation. Requires a working knowledge of modern machines and equipment used in institutional cooking and production lines. Requires working knowledge of inspection techniques for visual appearance, temperature, and cleanliness. Requires knowledge of and ability to use personal computers to access and record information. Requires sufficient arithmetic skills to compute weights, measures, counts, and portions. Requires sufficient reading skills to interpret menus, ingredient lists, and preparation instructions. Requires sufficient human relations skill to convey specific work information and to achieve a harmonious work setting.

▪ Abilities

Requires ability to perform the essential duties of the position. Requires ability to independently maintain and monitor a production kitchen environment. Requires the ability to organize and sequence a variety of equipment and staff in order to prepare, cook, package, and distribute food items and meals. Requires ability to understand and follow District Food Service policies, procedures, rules and regulations. Requires ability to orient and train food service staff, perform recordkeeping functions, and complete mandated food service reports. Requires skills in operation of commercial kitchen equipment including that which is used in food production and packaging. Requires the ability to read and understand written directions and recipes and to calculate weights and measurements. Requires ability to apply safety and sanitation regulations.

▪ Physical Abilities

Requires general arm, hand, leg, and body coordination to use standard large kitchen equipment. Working environment requires physical ability to stand for extended periods of time, stoop and occasionally lift objects up to 50 pounds. Requires the ability to handle hot material and work in an environment dominated by wide temperature extremes. Requires sufficient hand coordination to use kitchen utensils and equipment and move and position hot materials. Requires sufficient visual acuity to observe work, read small dials and computer screens, and peripheral vision to notice move objects. Requires sufficient auditory ability to carry on normal conversations and project voice in a noisy production environment.

- **Education and Experience**

The position requires a High School diploma plus formal training in meal planning, production scheduling, nutrition, sanitation, and recordkeeping, plus 4 years of experience in food service and team leadership in an education, hospital, or equivalent setting.

- **Licenses and Certificates**

Requires valid California Driver's License. Requires a food service Safety/Sanitation Certificate authorizing incumbent to work in Child Nutrition programs at a school site and in contact with students.

- **Working Conditions**

Work is performed indoors where significant health and safety considerations exist from physical labor and handling of sharp objects, equipment, and materials in conditions that vary in temperature and stability.

St. Helena Unified School District**Position Description**

Position: Accounting Technician –Special Accounts	Position Number:
Department/Site: High School	FLSA: Non-exempt
Evaluated by: Principal or designee	Salary Grade: 116

Summary

Maintains a complete set of books on student body, team, and other accounts involving posting, balancing and reconciling accounts and preparing straightforward financial statements. Guides students through their initial experiences of handling funds and reconciling balances. Coordinates, oversees, and purchases merchandise for student activities.

Distinguishing Career Features

The Account Technician requires the demonstrated ability to maintain accurate accounting for transactions in one or more enterprise funds, including the ability to prepare straightforward financial statements. Advancement to a higher level Accounting position would require the incumbent to maintain district-wide accounts and/or a diverse set of books that includes translation of financial information to special formats (e.g., grants, categorical funds) and performance reports.

Essential Duties and Responsibilities

- Establishes and maintains a variety of accounts that support fiscal management of enterprise funds (e.g., student body), operations and categorical accounts.
- Maintains a full set of accounts and ledgers, posting cash receipts, accounts payable, and payments, monitoring account balances, and preparing accounting entries and adjustments.
- Receives, verifies, records and prepares deposits of funds, fees, and budget transfers fees to the appropriate accounts.
- Provides information on account balances, facilities scheduling and availability of policies to enable teachers who are club and class advisors to implement club and class activities. May also provide support for planned activities.
- Provides administrators, club advisors, student leaders, and outside facility users with information on account balances, facility usage and policies concerning club, class and team activities, implement new procedures as dictated by the district office or by site administrative staff.
- Communicates with students, administrators, District personnel, vendors, suppliers, bank personnel, club sponsors and others concerning student activities and ASB accounts. Provides information and explain financial policies, procedures and transactions.

- Maintains separate ledgers for accounts, including ASB and various student club accounts, text abatement accounts, and special program accounts. Prepares regular financial reports for each account; close ledgers periodically. Maintains efficient and effective record-keeping systems and audit trails in preparation for independent audit.
- Prepares monthly financial statements that include trial balances, balance sheets, and statements of income and expenses. Researches and prepares special studies as requested; analyzes financial data and makes appropriate recommendations.
- Prepares and distributes newsletters and bulletins concerning special events and student activities. Maintains the school calendar of activities.
- Assists student treasurers and other students with training and work direction for students in general office processes, receipting procedures, and proper financial recordkeeping methods.
- Serves in an advisory capacity to student groups regarding budgeting and accounting for monies and making appropriate recommendations.
- Assists in providing information concerning school, club and sport activities to parents.
- Schedules, monitors, and maintains accounts receivable for use of facilities. Calculates fees, prepares invoices, explains requirements and maintains related records of facilities used by students and community groups.
- Collects a variety of fees, including those for tests, labs, and activities. Maintains records related to lost and damaged books, unpaid fees, and other student obligations.
- Prepares and processes purchase orders, assuring appropriate authorization and compliance with established procedures.
- Issues bus passes to students. May receive, review and approve applications for free and reduced lunch programs.
- Assists with specific student activities such as but not limited to, athletics, clubs, and scheduled events. Prepares announcements, packets, and other materials. Follows up on paperwork, completed forms and submissions, as required for student participation.
- Sets up cash boxes, ticket sales and change funds as needed for athletic and special events. Schedules security, ticket salespersons, and other personnel as required.
- May coordinate the use of school facilities with lessees, school and District groups. Ensures that proper arrangements are signed, including insurance coverage.
- Composes memos, letters, reports, bulletins and other items. Prepares budget documents, statements of accounts, and other analyses of student funds and student abatement accounts.
- May perform accounting and logistics services such as recordkeeping and scheduling of transportation, categorical accounts, food service, and grants. Prepares periodic reports to comply with requirements.
- May oversee student store activity including reconciling of sales, recordkeeping and

purchase of logo and other resale items.

- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires a working knowledge of the practices and terminology of financial record keeping and accounting data entry practices, and general clerical and office procedures and methods. Requires working knowledge of special funds used in education such those for students, grants, and categorical programs. Requires working knowledge of the procedures used for line item transfers of budgeted funds in a governmental accounting environment. Requires in-depth knowledge of and skill at using computer-aided accounting data entry software and general office productivity software. Requires knowledge of retail operations and the role of cash control, accounts receivable, accounts payable, and inventory. Requires sufficient writing skills to prepare basic accounting instructions, and account footnotes. Requires sufficient math skills to compute totals, extensions, portions, ratios, quotients, and percentages. Requires sufficient human relation skills to convey policies, and procedures to others and to deal cooperatively with others on accounting transactions.

▪ Abilities

Requires the ability to perform all aspects of the position. Requires the ability to function effectively in an environment dominated by high volume and interruptions. Requires demonstrated ability to accurately enter/post data onto standardized formats using computer-aided accounting data entry and manual accounting adjustments. Requires the ability to interpret and apply regulations, policies, and generally accepted rules and procedures governing accounting transactions. Must be able to perform arithmetic operations quickly and accurately including sums, averages, fractions, decimals, and ratios. Must be able to document accounting transactions onto an automated accounting data entry system. Requires the ability to apply and instruct students and staff on the rules for cash handling including disbursements and processing transactions.

▪ Physical Abilities

Incumbent must be able to work in an office setting engaged in work of a primarily sedentary nature. Requires sufficient hand-eye-arm coordination to use a keyboard and 10-key, arm/hand movements to retrieve work materials from storage files, and operate a variety of general office equipment. Requires visual acuity to read computer screens, printed material, and detailed accounting information. Requires auditory ability to carry on conversations over the phone and in person.

▪ Education and Experience

Requires an Associate's degree, with curriculum or major in accounting/bookkeeping and 3-4 years of experience in a production accounting environment.

▪ Licenses and Certificates

May require a valid driver's license.

▪ Working Conditions

Work is performed indoors where minimal safety considerations exist.

St. Helena Unified School District**Position Description**

Position: Accounting Assistant	Position Number:
Department/Site: Business Services	FLSA: Exempt
Reports to/Evaluated by: Chief Business Official	Salary Grade: Classified Salary Schedule, Range 116 (12 months)

Summary

Under the direction of the Chief Business Official, assists Business Services staff with financial record keeping duties associated with the processing and completing of accounting transactions for various accounts, and performs a variety of clerical accounting and general clerical duties.

Distinguishing Career Features

The Clerical Accounting Assistant requires the demonstrated ability to maintain accurate accounting for transactions, including the ability to prepare straightforward financial statements. Advancement to a higher level Accounting position would require the incumbent to maintain district-wide accounts and/or a diverse set of books that includes translation of financial information to special formats (e.g. grants, categorical funds) and performance reports. The incumbent also performs a variety of general clerical duties.

Essential Duties and Responsibilities

- Performs a variety of clerical accounting duties to assist Business Department staff; prepares, processes, and verifies a variety of related financial forms and documents; assists in assuring accurate and timely payment of District financial obligations.
- Inputs purchase requisitions and other financial data in the assigned computer system.
- Receives, processes, and may reconcile documents for expenditures, including claims for reimbursement.
- Maintains automated records and files; initiates queries and generates computerized lists and reports; enters budget transfers and journal entries in the computer system; assures accuracy of input and output data.
- Assists with audits and year-end closing activities as assigned.
- Prepares and distributes a variety of forms and correspondence related to assigned functions.
- Maintains and monitors the substitute calling system.
- Receives, sorts and distributes incoming mail.

- Assists with the verification and data entry of employee timesheets and extra work assignments.
- Assists with the processing of facility use forms, including the preparation of invoices.
- Provides minimal clerical assistance to support the District's contracted home-to-school transportation program.
- Answers telephone calls; performs some in-person reception.
- Creates and maintains files.
- Perform a variety of general clerical duties assigned which require the exercise of some initiative, and a general understanding of the rules, policies and procedures of the department.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ **Knowledge and Skills**

The position requires a working knowledge of the principles, practices and terminology of financial record keeping and accounting data entry practices, clerical accounting, and general clerical and office procedures and methods. Requires a working knowledge of the procedures used for line item transfers of budgeted funds in a governmental accounting environment. Requires in-depth knowledge of and skill at using computer-aided accounting data entry software, and general office productivity software. Requires sufficient math skills to compute totals, extensions, portions, ratios, quotients, and percentages. Requires sufficient writing skills to prepare routine business correspondence. Requires sufficient interpersonal skills to work productively and cooperatively with others.

▪ **Abilities**

Requires the ability to perform all aspects of the position. Requires demonstrated ability to accurately enter/post data on standardized formats using computer-aided accounting data entry and manual accounting adjustments. Must be able to perform arithmetic operations quickly and accurately including sums, averages, fractions, decimals, and ratios. Requires the ability to prepare spreadsheets, graphs and charts, and enter, import, and export data to and from databases. Requires the ability to plan, organize, and prioritize work in order to meet schedules and timelines.

▪ **Physical Abilities**

Incumbent must be able to work in an office setting engaged in work of a primarily sedentary nature. Requires sufficient hand-eye-arm coordination to use a keyboard and 10-key, arm/hand movements to retrieve work materials from storage files, and operate a variety of general office equipment. Requires visual acuity to read computer screens, printed material, and detailed accounting information. Requires auditory ability to carry on conversations over the phone and in person.

▪ **Education and Experience**

The position typically requires an Associate's degree, with curriculum or a major in

accounting/bookkeeping or a related business profession, and at least two years of experience. Additional experience may substitute for some higher education.

- **Licenses and Certificates**

Requires a valid California Driver's License.

- **Working Conditions**

Work is performed indoors where minimal safety conditions exist.

St. Helena Unified School District**Position Description**

Position: Custodian Services Team Leader I and II	Position Number:
Department/Site: School Site or Roving	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: I = 115 II = 116

Summary

Leads and provides custodial services and light maintenance work at a school site, or for services to a cluster of schools. Ensures safe school environs, assigns custodians, cleans a designated area, and inspects work of peers for quality.

Distinguishing Career Features

Custodial Services Team Leaders generally serve as the senior day custodian at a school site. The Custodial Team Leader I requires 3 years of experience as a Custodian in the District or five years total, and demonstrated skills and abilities in integrating custodial work with light maintenance, prioritizing work assignments, working independently, and communicating as part of a team with fellow Custodians. Advancement to Team Leader II, requires that incumbents must be assigned to a secondary school and demonstrate the ability to lead larger crews, or can lead teams at multiple sites and lead major cleaning such as carpeting, and stripping and refinishing of floors.

<u>Position</u>	<u>Assignment</u>	<u>Leadership Scope</u>	<u>Other Factors</u>
Team Leader II	Team leader for a high school, or multi-site and major cleaning/ refinishing leader.	Substantial coordinating for custodial crews. Organizes and assigns work.	Facilities that have special cleaning and appearance needs
Team Leader I	Team leader for a elementary school.	Organizes and sequences the work at one site involving a small crew.	

Essential Duties and Responsibilities

- Organizes, prioritizes, and carries out the custodial services one or more school sites. Coordinates, assigns, performs a fair-share in work, and inspects the results of fellow Custodians. Provides communications to the staff on other work shifts or maintenance on matters needing attention.
- Performs Custodian duties and provides or coordinates orientation and training of Custodians in work methods, best and safe practices.
- Oversees and participates in major cleaning projects that include carpets, wood floors requiring stripping and refinishing, walls, and windows. Initiates orders for equipment and supplies in connection with projects.
- Reviews daily and weekly site schedules and rearranges routines for custodial services in minimize interruptions. Maintains records of work activity. Reviews custodians time cards for accuracy and processes to accounting.
- Reviews work order requests and organizes repairs to optimize use of staff and respond to highest priority needs. Follows up on major maintenance work requests. Ensures the

cleanliness, and proper appearance of facilities including sport areas and auditoriums.

- Confers with school administrators or Facilities supervision regarding custodial and maintenance needs of assigned building, grounds, and facilities.
- Unlocks and locks doors and gates. Inspects buildings and grounds for damage, security, and safety hazards.
- Initiates orders for, and receives, stores, and issues, custodial supplies, materials, and equipment.
- Oversees and participates in cleaning and setup of rooms, furniture, and equipment arrangement for school activities and special events.
- Oversees and sets up rooms and facilities for a variety of day and evening activities.
- Inspects custodial cleaning of facility interiors, exteriors, and nearby grounds by conducting walk-through reviews. Documents daily work activity such as attendance of Custodians, work performed, problems encountered, and supplies consumed.
- Initiates ordering of supplies and other purchased items. Receives, verifies, loads unloads, and stores inventory and supplies. May assemble furniture and other fixtures. Verifies shipments and processes documents for payment of invoices.
- Performs the duties of a Custodian as required to meet timelines and quality.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires working knowledge of methods, materials, tools and equipment utilized in custodial and general maintenance. Requires skill in using the full range of equipment used in custodial work. Requires basic understanding of the operating characteristics of heating and air conditioning equipment sufficient to replace filters and similar accessories. Requires a working knowledge of work hazards and safety practices. Requires knowledge of leadership practices. Requires sufficient English language writing skill to document work activity. Requires sufficient human relations skill to influence the productivity of a small team and work cooperatively with site personnel and the public.

▪ Abilities

Requires the ability to perform all of the essential duties of the position on a journey level. Requires the ability to schedule, assign and perform quality reviews of the work of Custodians. Requires the ability to demonstrate custodial equipment and methods to Custodians. Requires the ability to plan, prioritize, and assign work in order to meet schedules and timelines. Must be able to write and maintain routine records, reports and correspondence. Requires the ability to work varying schedules.

▪ Physical Abilities

Incumbent must be able to function effectively indoors and outdoors engaged in work of primarily an active nature. Requires the ability to maintain cardiovascular fitness to engage in strenuous physical labor. Requires near visual acuity to write, to read directions

and product labels, and to observe environmental conditions. Requires sufficient hearing and speech for ordinary communication, to hear sound prompts from equipment, and to determine if equipment is functioning properly. Requires manual and finger dexterity to write and to clean and make minor repairs. Requires the ability to lift (from overhead, waist and floor levels, max. 75 lbs.), carry (max. 75 lbs.), push, pull, bend, squat, reach (from low, level, and overhead), and twist and turn head and trunk to clean and to remove trash, move furniture and equipment. Requires the ability to stand and walk for extended periods of time.

- **Education and Experience**

The position typically requires completion of high school and five years of experience as a Custodian performing general maintenance.

- **Licenses and Certificates**

Requires a valid Driver's License and a First Aid Card.

- **Working Conditions**

Work is performed indoors and outdoors where significant health and safety considerations exist from physical labor and handling of materials that include waste and blood born pathogens.

St. Helena School District**Position Description**

Position: Maintenance Specialist	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: 116

Summary

Performs general labor and semi-skilled building maintenance work. Assists senior-level maintenance specialists in the performance of skilled maintenance work in the various construction and mechanical systems trades.

Distinguishing Career Features

The Maintenance Specialist represents the first and entry-level position requiring generalized experience in building maintenance, grounds, or advanced custodial work. Advancement to Skilled Maintenance Specialist is possible with specialized training in one of the advanced trades combined with additional experience at the journey level.

Essential Duties and Responsibilities

- Performs servicing and maintenance to fixtures. Makes plumbing adjustments such as unclogging toilets and sinks, tightening toilet seats, adjusting of drinking fountains, cleaning water jets to enhance flows.
- Performs painting and varnishing of walls, doors, rooms, buildings, parking lots, and other surfaces. Prepares and finishes surfaces by scraping, using commercial paint removers, fills cracks and holes or sizing plaster walls.
- Applies paint, varnish, and other protective and decorative finishes to comply with applicable building codes, District standards, and the usage or exposure of the surfaces.
- Constructs, fabricates, assembles, installs, repairs or replaces doors, walls, signs, desks, counters, shelves, shelf units, benches, bleachers, forms, frames, window frames, fences and stairways. Assists in the construction and remodel of temporary and permanent buildings and structures.
- Assembles, adjusts, and repairs furniture. Moves furniture and stage platforms including those used for special events and activities. May assist in setting up public address systems for events.
- Performs, repairs, and conducts maintenance on projects such as walkways, athletic field equipment, and classroom equipment.
- Glazes and fits windows. Installs glass and other glazing materials using points, clips, bolts, putty or other affixing and sealing devices. Prepares frames and surfaces for installation or replacement.
- Refinishes furniture. Hangs wall coverings.

- Participates with and assists in skilled trades areas of carpentry, plumbing, electrical, and other crafts as assigned.
- Operates and performs minor maintenance of light equipment including light tractors, skip loaders, forklift and other labor saving devices.
- Assists in the installation and maintenance of roofs, baseboards, furniture, cabinets, shelving, bookcases and bulletin boards at a school site.
- Installs, repairs and maintains floor tile, acoustical tile, linoleum and carpet.
- Performs routine servicing on air-conditioning and heating systems. Changes filters. Greases and oils bearings, motors, and compressors.
- May participate in setting up venues for district and school activities as directed. May perform maintenance duties of Skilled Maintenance Specialist on an intermittent basis for purposes of training and experience. May perform Custodian duties as required.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires a basic or entry level knowledge of building, grounds or equipment maintenance, sufficient to perform routine maintenance and repair tasks. Requires knowledge of the use, maintenance and minor repair of the various tools and equipment used in building maintenance and repair work. Must know and understand safety rules and regulations.

▪ Abilities

Must be able to perform all of the essential duties of the position under supervision. Must be able to work as a member of a crew and maintain harmonious work relationships. Must be able to perform at the semi-skilled or unskilled level to complete routine maintenance tasks. Requires the ability to read, understand and interpret work schedules and drawings. Requires the ability to understand written and oral instructions. Must be able to make straightforward arithmetic calculations for distance, angle, and quantity. Requires the ability to work variable schedules to facilitate efficient project completion and special events. Requires the ability to observe safe work practices and handle hazardous materials according to accepted procedures. May require the ability to perform work assignments on varying schedules.

▪ Physical Abilities

Requires the ability perform work of an active nature; to stand for extended periods of time, walk up to 400 yards, and manipulate (lift, carry, move) heavy weights of up to 75 pounds on a regular basis. Requires the ability to push, pull, and guide materials over 75 pounds. Requires the ability to climb, stoop, kneel, and crouch on a regular basis. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate specialized equipment and read technical (including blueprints) and safety information. Requires auditory ability to hear machinery sounds and alarms. Requires near and far visual acuity to read printed materials, moving objects, and observe work-in-progress. Requires speaking ability to carry on ordinary conversations. Requires the ability to work in extreme temperature conditions.

- **Education and Experience**

The position requires a High School diploma as demonstrated by arithmetic, reading, and writing skills sufficient to understand safety instructions, read and document work orders, read plans and drawings, make measurements, plus 4 years of experience in the general maintenance and remodel of buildings, grounds or equipment.

- **Licenses and Certificates**

Requires a valid Driver's License.

- **Working Conditions**

Work is performed indoors and outdoors in extreme weather conditions where significant safety considerations exist from full-body physical labor and handling of medium-to-heavy weight materials.

St. Helena Unified School District**Position Description**

Position: Office Services Team Leader – High School	Position Number:
Department/Site: High School	FLSA: non-exempt
Reports to/Evaluated by: Principal	Salary Grade: 118

Summary

Coordinates, organizes, and oversees the main office services of a large high school and performs responsible and complex secretarial and administrative support duties for a Principal and other site administrators. Performs a variety of administrative tasks and coordinates and prioritizes the workflow and clerical support activities of the school office.

Distinguishing Career Features

The High School Office Services Team Leader is a senior position in a career path designated for school site office support. In general, all Office Services Team Leaders have functional responsibility for office leadership, information flow, and senior-level secretarial services at a school office. The Office Services Team Leader organizes, oversees, and performs specific administrative support and office management duties, although they may vary site-to-site. The High School Office Services Team Leader organizes and participates in work to optimize available staffing and timelines, in a significantly more expansive and labor intensive environment. The High School Office Services Team Leader may also serve as a mentor/trainer to other site-based support staff in areas such as, but not limited to office organization, automation, and student records systems. Advancement to a Office Services Team Leader is based on need, compliance with job qualifications, and requires the ability to develop, install and monitor work methods and standards that are effective, efficient, and comply with District needs.

Essential Duties and Responsibilities

- Coordinates the school's central office activities acting as contact and reference source for staff, students, parents, and the public. Coordinates materials and staff assignments for home study students and others with special requirements.
- Facilitates communications regarding school activities, events and timelines to relieve the Principal of routine administrative detail. Ensures that calendars are up-to-date and disseminated to staff and students.
- Provides work direction and guidance to other site-based support staff, student helpers, and volunteers. Evaluates, organizes, and assigns work to optimize support staff time that is available.
- Provides information over the phone or in person to parents, students or school personnel as appropriate. Resolves routine matters, prepares and refers calls to appropriate personnel on complex issues.
- Performs secretarial/administrative support duties for the Principal and other site-based administrators. Composes letters, memoranda and bulletins independently within scope of authority. Schedules appointments and maintains calendar. Oversees distribution of

mail.

- Prepares arrangements for substitute teachers and others, including rosters, instructions, contact information, schedules, and building and room access.
- Oversees and participates in registration, transfer, and graduation processes. Coordinates and perform registration for special sessions, e.g., summer school.
- Provides oversight to student attendance data gathering to maximize average daily attendance. Reviews weekly and other reports to verify correctness of information, and assist in preparing period reports to the District.
- Coordinates materials and staff assignments for home study students and others with special requirements.
- Processes certificated and classified payroll documents. Maintains absence records and reports with respect to personnel. Assists substitute teachers and classified personnel by providing them with keys and materials. Prepares substitute personnel time sheets and releases or retains the substitute at the end of the day. Receives and processes non-teacher coaching pay and information for teacher stipends.
- Arranges meetings. Notifies participants, prepares agenda and materials, records minutes, transcribes and distributes as directed.
- Assists in the preparation of the school budget. Organizes budget and financial material to monitor expenditures and maintains accurate fiscal records for programs and audits.
- Performs research as directed by the Principal. Computes and compiles information and statistical reports.
- Prepares from rough drafts, verbal instructions, or independent research, a variety of materials including master schedules, letters, announcements, brochures, memoranda, forms, lists, bulletins, reports, and statistical data.
- Receives requests for, receives required documents for, and initiates processes for use of high school campus facilities by outside organizations. Initiates invoices for payment and coordinates with District departments for staff support.
- Assists site administrators with scheduling of a variety of co-curricular student activities requiring use of large venues, adjustment of class schedules, and release of students.
- Coordinates certain aspects of graduation including venues, schedule, equipment and seating, and logistics support. Oversees and/or arranges for publishing of diplomas.
- Requisitions, receives, stores and distributes supplies and office materials. Maintains materials and equipment inventory.
- Reports and facilitates scheduling of necessary repairs to buildings and equipment.
- May collect, deposit, and accounts for money collected in conjunction with fund-raising and other student and school activities. Administers a revolving cash fund. Issues receipts.

- May coordinate and participate in the registration of students and related activities.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing. Requires working knowledge of information flow and instructions required to enable services during regular and extended hours. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, special applications used for education administration, and data entry onto custom databases. Requires skill at facilitating problem-solving processes. Requires sufficient math skills to perform financial and statistical record keeping. Requires well-developed knowledge of proper English usage, grammar, spelling, and punctuation to prepare professional correspondence. Requires sufficient human relations skill to work productively and cooperatively with diverse groups within and outside the District, and exercise patience when dealing with internal and external customers, and convey technical concepts.

▪ Abilities

Requires the ability to independently perform all of the duties of the position. Requires the ability to accurately take and transcribe notes and/or meeting minutes/recollections. Must be able to learn, interpret, explain and apply knowledge of District and site organization, operations, programs, functions, special terminology used in the organization unit, and labor agreements to relieve an administrator or program director of a variety of administrative details. Requires the ability to prepare spreadsheets, graphs and charts, and enter, import, and export data to and from databases. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to communicate with staff and customers using patience and courtesy, and in a manner that reflects positively on the organization unit.

▪ Physical Abilities

The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, stand, utilize microcomputers and peripheral equipment, accomplish other desktop work, and move about to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at 60 words per minute, operate microcomputer, and to operate other standardized office equipment, almost constantly requiring repetitive motions.

▪ Education and Experience

The position requires a high school diploma, supplemental post-secondary business courses and 6 years of progressive experience in a clerical, financial, and secretarial capacity, including two years in a school office setting. Alternatively, an Associates Degree and four years of progressive secretarial, office management, and school site experience would be acceptable.

- **Licenses and Certificates**

May require a valid driver's license.

- **Working Conditions**

Work is performed indoors where minimal safety considerations exist. The office supports a high volume of activity and is subject to continual interruptions.

St. Helena Unified School District**Position Description**

Position: Maintenance Specialist - Senior	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to/Evaluated by:	Salary Grade: 120

Summary

Provides a variety of skilled construction, alteration, maintenance, and repair of facilities, buildings, and mechanical systems. Works primarily in an area of specialization (e.g., electrical, plumbing, painting, finish carpentry), yet is fully qualified and capable of performing related work at this level of skill and assisting or participating with others in their specialty.

Distinguishing Career Features

The Senior Maintenance Specialist is a senior level multi-skilled classification, requiring journey-level experience in at least one area of licensed specialization (e.g., electrical, HVAC, or plumbing), blueprint and project leadership skills, and general competency in additional related trades areas.

Essential Duties and Responsibilities

Performs some or all of the following, depending on the area of assignment.

- Installs, maintains, troubleshoots and repairs electrical distribution systems and fixtures. Installs, adjusts, repairs or replaces electric lights, motors, heaters, generators, transformers, switchboards and other electrical apparatus. Participates in projects such as wiring communications lines between and within structures.
- Performs major plumbing repairs. Inspects, maintains, and repairs complete plumbing systems, including other fluid flows such as natural gas. Fits, installs, and repairs sewer lines, water lines, heaters, valves, seals, and back flow preventers.
- Performs a variety of journey-level carpentry duties. Constructs, fabricates, installs, repairs or replaces doors, walls, signs, desks, counters, shelves, shelf units, computer tables, chairs, benches, bleachers, tables, sheds, scaffolds, forms, frames, window frames, fences and stairways. Participates in the construction of temporary and permanent buildings and structures. Glazes and fits windows.
- Constructs cabinetry and related finish counters and storage units.
- Performs a variety of painting and varnishing duties. Paints walls, doors, rooms, buildings, parking lots, and other surfaces as required. Uses spray equipment or brushes. Prepares and finishes various surfaces. Prepares surfaces by water blasting, scraping, using commercial paint removers, fills cracks and holes or sizing plaster walls. Applies paint, varnish, and other protective and decorative finishes in a manner that reflects senior-level skill and ability. Finishes surfaces to comply with applicable building codes, District standards, and the usage or exposure of the surfaces.

- Maintains, inspects, diagnoses and makes emergency repairs to steam, natural gas, water, refrigeration, and air distribution systems. Tests, adjusts, and calibrates boiler and air conditioning machinery and mechanical, electrical, and pneumatic control instruments. Tests and may chemically treat boiler, condenser and cooling tower water and water from other systems. Adjusts, repairs or replaces motors, and other electrical apparatus. Services and may install direct digital control systems.
- Inspects, tests, and repairs smoke and heat sensors, fire alarms, pulls, and panels to meet applicable standards. Conducts preventive maintenance on sprinkler flow switches to exercise controls, resets fire alarm panels, tests alarms for proper operation and communications wiring for proper connections, and check remote reset capabilities.
- Maintains up-to-date knowledge of elevator emergency safety and evacuation procedures. Assists elevator company representatives ongoing elevator testing and maintenance.
- Inspects roofs. Repairs roof leaks and potential roof leaks. Performs preventive maintenance of roofs. Documents work performed and overall roof conditions.
- Performs a variety of masonry duties including construction and repair of masonry walls, screens, retaining walls, benches, edgings and facings.
- Maintains required records and makes reports. Prepares reports on work completed and materials used.
- May perform pest control, applying procedures and techniques that consider safety of students and staff.
- May train and guide the work of other Maintenance Specialists assisting with maintenance.
- Performs other duties as required to accomplish the objectives of the position.

Qualifications

▪ Knowledge and Skills

Requires in-depth working knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in at least one of the following areas: carpentry, electrical, plumbing, and commercial painting, plus basic-to-journey level skills in the other areas listed. Requires basic knowledge of the operating characteristics and maintenance procedures for fire prevention systems, elevators, and swimming pools. Requires a working knowledge of the uses and purposes of hand and power tools and equipment used on construction and general maintenance. Must be thoroughly familiar with safe work practices and the safety orders of the California OSHA related to area of specialty. Requires sufficient communications skills to convey information to co-workers and contractors. Requires sufficient math skills to make measurements and estimate costs.

▪ Abilities

Requires the ability to perform basic to journeyman level electrical, plumbing, carpentry, locksmith, and commercial painting work skillfully and in a timely manner. Requires the ability to promptly respond to District emergencies, including fire alarms and power outages. Requires the ability to operate trucks, forklifts, boom trucks, chain hoists,

electric high-lift equipment, and maintenance equipment, including a full range of hand and power tools used to perform construction, carpentry, electrical and mechanical services. Requires the ability to perform welding and glazing. Requires the ability to learn and maintain swimming and other pools and ponds involving water and mechanical testing. Requires the ability to maintain and repair fire prevention systems. Requires the ability to read and interpret engineering drawings, sketches, blueprints, schematics, and building and fire codes. Requires the ability to maintain records and activity logs. Requires the ability to estimate materials and labor for assignments. Requires the ability to work cooperatively and maintain harmonious relations with staff, contractors, and the public. Requires the ability to observe safe work practices and handle hazardous materials according to accepted procedures. Requires the ability to travel to all District sites to complete projects and support special events. Requires the ability to complete County of District sponsored training within a reasonable time in handling, storage, and disposal of hazardous materials, asbestos awareness, OSHA standards, and bloodborne pathogens.

- **Physical Abilities**

Requires the ability to stand for extended periods of time, walk up to 400 yards, and manipulate (lift, carry, move) light to heavy weights of up to 75 pounds on a regular basis. Requires the ability to push, pull, and guide materials over 75 pounds. Requires the ability to climb (e.g. ladders), stoop, kneel, and crouch on a regular basis. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate specialized equipment and read technical (including blueprints) and safety information. Requires auditory ability to hear machinery sounds and alarms. Requires near and far visual acuity to read printed materials, moving objects, and observe work-in-progress. Requires speaking ability to carry on ordinary conversations. Requires the ability to work in extreme temperature conditions.

- **Education and Experience**

The position requires a High School diploma or equivalent plus specialized training in one or more of the building trades (general carpentry, painting, masonry, locksmith, or roofing). Requires a minimum of 6 years experience at the journey level in at least one area of specialization such as woodworking, sheet metal trades, electrical, mechanical maintenance, or plumbing.

- **Licenses and Certificates**

Requires a valid Driver's License and Forklift certificate. May requires a pest control certificate.

- **Working Conditions**

Work is performed indoors and outdoors in extreme weather conditions where significant safety considerations exist from full-body physical labor and handling of medium-to-heavy weight materials.

St. Helena Unified School District**Position Description**

Position: Energy Management Analyst	Position Number:
Department/Site:	FLSA: Non-exempt
Evaluated by:	Salary Grade: 121

Summary

Performs a variety of advanced-skilled work in the design, fabrication, installation, and maintenance of manual and computer-aided mechanical or industrial electrical systems, electrical controls, ventilation, air conditioning, and heating systems.

Distinguishing Career Features

The Energy Maintenance Specialist is a senior non-supervisory position in the skilled maintenance series, requiring formal training and experience in HVAC/R, low voltage electronics, mechanical systems, and computer-aided/networked system controls that analyze and enable mechanical systems to be adjusted for optimal cost-effective performance.

Essential Duties and Responsibilities

- Maintains air handlers at optimal levels using computer-aided controls. Tightens, adjusts, repairs, replaces, and calibrates boilers, chillers, cooling towers, variable frequency drives, motor control contactors, pumps, etc. Performs tune-ups and preventive maintenance on gas engines that drive chillers.
- Performs preventive maintenance on high voltage switch gear, irrigation pumps, walk-in freezers, and cafeteria equipment, as they relate to HVAC or related equipment.
- Upgrades, maintains, and administers building energy management systems by installing a wide range of computer-aided controls, digital building HVAC equipment controllers, drives and volume boxes, data communications cabling, and other devices or functions that enhance energy utilization.
- Works with site administrators to review class and extra-curricular activities and schedule lights, heating and cooling to provide service.
- Programs, monitors, and schedules multiple computerized energy management systems at various sites. Writes program utility blocks in global control modules to control application-specific devices.
- Calculates load factors to ensure adequate cooling and heating of occupied space, including air distribution system plenums, economizers, electrical loads, and exhaust fans.
- May perform a variety of electronic repairs and maintenance. Reviews energy performance, then diagnoses, adjusts, repairs or replaces, motors, heaters, transformers, switchgear and other electronic apparatus.
- Operates, maintains, inspects and repairs heating, air conditioning refrigeration, water

treatment, co-generation, heat reclamation, thermal energy storage, ventilation and air compressor equipment used with HVAC.

- Tests, adjusts and calibrates boiler and air conditioning machinery and mechanical, electrical, and pneumatic control instruments. Tests and, as required, chemically treats boiler, condenser and cooling tower water and water from other systems.
- Maintains up-to-date knowledge of indoor air quality standards and compliance requirements. Confers with others to recommend and evaluate heating, ventilation, air conditioning, and energy management infrastructure for new and remodeled facilities.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

Requires a thorough knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in HVAC systems and boiler operation. Requires in-depth knowledge of electronics, including microprocessor operation, digital and pneumatic controls. Requires a working knowledge of construction, carpentry, electrical, and plumbing concepts, practices, and techniques. Requires a thorough knowledge of the uses and purposes of general maintenance, hand and power tools and equipment. Requires well-developed computer skills to use common office productivity software and special applications for energy management. Must know and understand all pertinent Federal, State and local laws, codes and regulations in area of specialization. Requires sufficient math skills to record and compute detailed measurements.

▪ Abilities

Requires the ability to perform all of the essential duties in the area of specialization at the journey level with minimal supervision. Must be able to use and maintain all of the tools, equipment, vehicles used during routine performance of duties. Requires the ability to plan, schedule and direct the activities of subordinates to attain high quality and efficiency in work. Requires the ability and initiative to independently develop methods and techniques in the interest of effectiveness and efficiency. Must be able to understand and follow oral and written instructions, maintain routine records and interpret plans and specifications found in area of specialization. Must be able to obtain cooperation of and maintain harmonious relations with the employees in other departments contacted during routine performance of duties. Requires the ability to obtain an applicable OSHA training.

▪ Physical Abilities

Incumbent must be able to maintain cardiopulmonary fitness, function indoors in a shop environment and/or outdoors in the field engaged in work of primarily an active nature, and to perform the following, with or without reasonable accommodation.

- Ambulatory ability to walk and carry tools and apparatus for 400 yards.
- Sufficient strength and agility to lift, load, and move heavy weight materials up to 75 pounds. Requires the ability to bend, stoop, and work in awkward positions.
- Visual acuity to read and observe diagrams, manuals, work conditions, and recognize color-coded wires and connections.
- Requires auditory ability to carry on conversations in person and with communications devices.

- **Education and Experience**

The position may require Associates Degree in Energy Management, Industrial Technology, related field or completion of a formal apprenticeship in a specialized trade (HVAC Service/Controls, Industrial Electrical or Energy Management controls). Requires four years of experience at the journey level.

- **Licenses and Certificates**

Requires a valid Driver's License. Requires appropriate certification in area of specialization for handling and recycling of refrigerants.

- **Working Conditions**

Work is performed indoors and outdoors where significant health and safety considerations exist from physical labor and handling of materials.

St. Helena Unified School District**Position Description**

Position: Data and Technology Integration Specialist	Position Number:
Department/Site: District Wide	FLSA: Non-Exempt
Reports to/Evaluated by: Chief Academic Officer	Salary Grade: Classified Salary Schedule

Distinguishing Career Features

The Data and Technology Integration Specialist supports the Director of Curriculum and Instruction, administrators, and teachers in analyzing and managing student data, while collaborating with staff on related technology tools. The position manages data collection and reports all data to local, state, and federal agencies. In addition, this position oversees the Student Information System (SIS) Aeries, CALPADS, and SEIS data management.

Essential Duties and Responsibilities

- Manages the district's student information system to collect and report appropriate local, state, and federal data requirements.
- Collects, monitors, and updates the district's data within CALPADS and other related systems required of the district by the California Department of Education (CDE).
- Aids administration and school sites regarding student information and related reports.
- Provides technical support and training to end users on SIS, CALPADS, SEIS, software and databases.
- Provides software quality assurance by testing new or modified systems and schedules routine monitoring and updating tasks on existing systems.
- Integrates and updates systems with local and state data.
- Assists with class rostering for curriculum and assessment systems and conducts other related technology setup.
- Provides guidance to support of educational technology systems.
- Assists with state testing and local assessments by training staff, setting up testing platforms for staff and students, orders and prepares related testing items (paper tests, pre ID labels).
- Synthesizes district, school and student data into forms or presentations.
- Complies with state and federal privacy laws to protect data confidentiality.
- Collects and monitors site attendance, discipline reporting, and SIS data integrity.
- Trains new personnel responsible for attendance, discipline, and student information.
- Participates in workshops, conferences, and other trainings to remain current on technology practices and state reporting requirements
- Assists sites with progress reports and report card preparation or digital distribution.
- Builds rapport with staff and administration throughout the district and addresses technology needs while developing procedures and structures of support.
- Assists with defining software/program needs from system adoption to implementation.
- Recommends, schedules, and performs software improvements and upgrades.
- Consults with vendors for efficient implementation of new software products or systems.
- Performs other related duties as assigned by Director of Curriculum and Instruction or Chief Academic Officer.
- *Assists in training staff in the development and maintenance of websites and related online communication media*
- *Designs, tests, publishes, manages, and maintains school and district websites for staff, student, and community access*
- *Provides timely support for communications through the website used by schools and offices*

Essential Duties and Responsibilities. Continued

Qualifications

Knowledge and Skills

Candidate must be able to effectively prioritize and execute tasks in a high pressure environment, communicate and collaborate effectively with a myriad of entities, evaluate programs and technology systems for effectiveness, present information clearly, attention to detail, proven analytical and problem-solving abilities, flexible, adaptive and motivated to continue learning, proficient in a wide variety of computer programs and applications, strong written, oral, and interpersonal communicating skills, self-motivated and directed, able to work effectively in a team structure, and understands TK-12 education, student performance data and reporting requirements.

Abilities

Requires candidate to work in changing environment and manage multiple priorities, to provide direction to resolve and manage data to site and administration as needed, evaluate and manage all aspects of district student data, deliver guidance and training to district staff as needed, ability to convey concepts in writing and orally to groups of diverse backgrounds, ability to work cooperatively and productively with others.

Physical Abilities

Requires sitting for extended periods of time in front of a monitor in a desk environment. Requires dexterity of hands and fingers to operate a computer keyboard, mouse and other devices. Ability to lift computer devices, monitors, and other peripherals. Some travel to sites for job related purposes may occur. Occasional travel to county or state level trainings as needed. Communication ability for presentations of data, information, and engaging in collaboration or discussion.

Education and Experience

The position requires a Bachelor's degree in computer science, information systems, software engineering or related fields requiring use of data analytics and tools or skills. Candidates must have three years in an exceptionally comparable position to accepted in lieu of the Bachelor's degree requirement. Three to five years of equivalent work experience including both independent work and team-oriented collaboration preferred. One to three years of data gathering, verifying, reporting, analyzing, interpreting and presentation within a school district or county office of education setting preferred.

Licenses and Certificates

Requires a valid driver's license.

Working Conditions

Work is performed indoors with some, yet infrequent exposure to health and safety considerations. May work off site and hours outside of a typical workday based on district needs. Overtime hours may be approved to meet project deadlines.

St. Helena Unified School District**Position Description**

Position: Instructional Technology Network Administrator	Position Number:
Department/Site: District Wide	FLSA: Non Exempt
Reports to/Evaluated by: Director of Technology	Salary Grade: Classified Salary Schedule

Distinguishing Career Features

The Network Administrator is part of a job family encompassing computer workstation and network support. The Network Administrator supports network infrastructure and provides advanced troubleshooting to client devices. The Network Administrator requires the ability to perform advanced network operations, basic Active Directory setup and sync with Office 365, application of existing network security and user access rules, and perform hardware diagnostics. The position is also required to follow an update structure set forth by the IT Systems Analyst for critical updates, QoL releases, and golden editions, and operate vulnerability management tools to detect, patch, and resolve network vulnerabilities.

Essential Duties and Responsibilities

- Demonstrates and provides technical assistance and excellent customer service to administrators, teachers, staff, and students on using computers and software programs and related peripheral electronic equipment in the teaching environment.
- Troubleshoots and performs various technical computer, network device, and peripheral repair duties that include but are not limited to identification and replacement of components, troubleshooting software configuration and dependencies. Initiates repair requests on district devices with service contracts.
- Implement and update patching strategies for network equipment and network infrastructure based on vendor recommendations and cybersecurity concerns.
- Recommends standards for student and staff devices, network equipment, and network management, security, and monitoring software.
- Installs and configures networked computers, printers, network equipment, peripheral equipment, and software.
- Installation and configuration upgrades to existing network equipment that enhance continuous operations, desired performance, service, and cybersecurity.
- Works with Technology Team and Director of Technology on ticket resolution and asset circulation for all employees.
- Troubleshoots to resolve network hardware and operations problems, including but not limited to, connectivity, internet access, wireless networks, security issues, and firewall configuration.
- Updates existing security software on network equipment and workstations. Tests existing operating systems and personal computers for potential security problems.

Essential Duties and Responsibilities. Continued

- Implements protocols and procedural controls for operation of the network systems.
- Installs and configures educational networked resources. Installs and configures laboratory and classroom networked devices to necessary license servers (AutoCAD, Solidworks)
- Installs, configures, and maintains specialized software that supports courses offered by the schools. Tests software to ensure compatibility with the current operating environment and equipment capability. Configures software to communicate the peripherals such as printers, scanners, and displays.
- Configures configuration backups for network equipment and test recovery procedures quarterly.
- Receives and resolves user help desk requires via KACE ticketing system. Documents work and escalates unresolved tickets to IT Systems Analyst and/or Director of Technology depending on workload, projects, or ticket type.
- Provides basic troubleshooting of user problems with common desktop software, network and networked equipment, and email.
- Monitors local area network usage and performance. Confers with technology team on problems with connectivity.
- Schedules and sets up multimedia equipment for use in classrooms, meetings, and events. Assures that audio visual and sound system equipment functions properly.
- May provide guidance to student workers who provide basic technical support and are engaged in technology curriculum or assist in laboratories.
- Stays current on trends associated with networked computer workstations and computing and provides input to technology planning, workflow, hardware, and software purchases.
- Performs all other duties as assigned by the Director of Technology.

Qualifications

Knowledge and Skills

The position requires basic knowledge of the principles and practices of technology software, hardware, peripherals, devices, and infrastructure/networking. Ability to provide superior customer service with strong communication and documentation skills. Must have adequate knowledge and application of Juniper Junos OS, Juniper MX, SRX, and EX platforms, Extreme Networks ExtremeCloud IQ, LAN/WAN Infrastructure, OSPF, BGP, STP, Tenable Vulnerability Management, LibreNMS or other network management tools, Active Directory, Server 2012R2, 2016, 2019, Microsoft Windows 10. Strong understanding of TCP/IP, DNS, DHCP, VoIP, and LDAP.

Abilities

Requires the ability to install, configure, and troubleshoot networked computer workstations, systems and programs used in both instruction and administrative areas on Windows platforms, ability to document technical procedures, setup, configure, and tune video and multimedia equipment for use in classroom, public meetings, and conferencing settings, ability to install computer components, install and connect interface cables and connections between devices, prioritize and organize work to meet deadlines and timetables, able to read, interpret and apply technical information including equipment schematics, able to give one on one training in use of computers, as well as business and instructional software.

Physical Abilities

Requires ambulatory ability to move to various office and classroom-type locations and to bend, stoop, crawl and reach to install cables and equipment. Requires sufficient hand eye coordination and dexterity to make small component connections. Requires sufficient visual acuity to read technical documents and instructions and align small components. Requires sufficient auditory ability to carry on routine conversations. Requires the ability to lift, push, and pull objects of medium weight (less than 75 lbs.) on an occasional basis. Requires the ability to work in confined areas with noise variations, dust, and limited ventilation. Must be able to complete District-sponsored training in occupational safety and health and hazardous materials awareness within a reasonable amount of time. Travel is required to move from site to site and to the district office.

Education and Experience

The position requires an Associate's Degree in computer science or a specialized Associate Degree in Information Technology, or related technical field experience and 3-5 years of experience in the setup of networked workstations, user access, and providing technical support. Having or working towards the following certifications, Juniper JNCIA, Cisco CCNA, CompTIA's Network + and Security+, will be met with strong consideration and may substitute some experience. Candidates with experience on platforms used by the district under knowledge and skills section will be strongly considered.

Licenses and Certificates

Requires a valid driver's license.

Working Conditions

Work is performed indoors where some safety considerations exist from physical labor, positioning in cramped areas, and handling of medium weight, yet awkward materials.

St. Helena Unified School District**Position Description**

Position: Maintenance Specialist – Senior Lead	Position Number:
Department/Site:	FLSA: Non-exempt
Reports to/Evaluated by: Director of Facilities and Aquatics	Salary Grade: 122

Summary

Provides a variety of skilled construction, alteration, maintenance, and repair of facilities, buildings, and mechanical systems. Works primarily in an area of specialization (e.g., electrical, plumbing, painting, finish carpentry), yet is fully qualified and capable of performing related work at this level of skill and assisting or participating with others in their specialty. Provides technical assistance to District administration related to the planning, coordination, and implementation of maintenance and operations activities.

Distinguishing Career Features

The Senior Maintenance Specialist Lead is a senior level multi-skilled classification, requiring journey-level experience in at least one area of licensed specialization (e.g., electrical, HVAC, or plumbing), blueprint and project leadership skills, and general competency in additional related trades areas. This position is distinguished from the Maintenance Specialist – Senior position by the following characteristics: Provides technical assistance to district administration related to the planning, coordination, and implementation of projects related to building maintenance, grounds/landscaping, and custodial services for all District facilities.

Essential Duties and Responsibilities

Performs some or all of the following, depending on the area of assignment.

- Provides technical assistance to district administration related to the planning, coordination, and implementation of projects related to building maintenance, grounds/landscaping, and custodial services for all District facilities.
- Assists district administration with the inspections of buildings and facilities to determine maintenance and repair needs.
- Advises district administration on appropriate maintenance, groundskeeping, security, and custodial requirements for each school building and facility as part of a systematic preventative maintenance program.
- Monitors and processes work orders, and assists district staff with the development and coordination of work schedules/ maintenance reports.

- Installs, maintains, troubleshoots and repairs electrical distribution systems and fixtures. Installs, adjusts, repairs or replaces electric lights, motors, heaters, generators, transformers, switchboards and other electrical apparatus. Participates in projects such as wiring communications lines between and within structures.
- Performs major plumbing repairs. Inspects, maintains, and repairs complete plumbing systems, including other fluid flows such as natural gas. Fits, installs, and repairs sewer lines, water lines, heaters, valves, seals, and back flow preventers.
- Performs a variety of journey-level carpentry duties. Constructs, fabricates, installs, repairs or replaces doors, walls, signs, desks, counters, shelves, shelf units, computer tables, chairs, benches, bleachers, tables, sheds, scaffolds, forms, frames, window frames, fences and stairways. Participates in the construction of temporary and permanent buildings and structures. Glazes and fits windows.
- Constructs cabinetry and related finish counters and storage units.
- Performs a variety of painting and varnishing duties. Paints walls, doors, rooms, buildings, parking lots, and other surfaces as required. Uses spray equipment or brushes. Prepares and finishes various surfaces. Prepares surfaces by water blasting, scraping, using commercial paint removers, fills cracks and holes or sizing plaster walls. Applies paint, varnish, and other protective and decorative finishes in a manner that reflects senior-level skill and ability. Finishes surfaces to comply with applicable building codes, District standards, and the usage or exposure of the surfaces.
- Maintains, inspects, diagnoses, and makes emergency repairs to steam, natural gas, water, refrigeration, and air distribution systems. Tests, adjusts, and calibrates boiler and air conditioning machinery and mechanical, electrical, and pneumatic control instruments. Tests and may chemically treat boiler, condenser and cooling tower water and water from other systems. Adjusts, repairs or replaces motors, and other electrical apparatus. Services and may install direct digital control systems.
- Maintains up-to-date knowledge of elevator emergency safety and evacuation procedures. Assists elevator company representatives ongoing elevator testing and maintenance.
- Inspects roofs. Repairs roof leaks and potential roof leaks. Performs preventive maintenance of roofs. Documents work performed and overall roof conditions.
- Performs a variety of masonry duties including construction and repair of masonry walls, screens, retaining walls, benches, edgings and facings.
- Maintains required records and makes reports. Prepares reports on work completed and materials used.
- May perform pest control, applying procedures and techniques that consider safety of students and staff. May be required to serve as the Integrated Pest Management (IPM) Coordinator.
- May train and guide the work of other Maintenance Specialists assisting with maintenance.
- May assist with chemical testing of pool water and the maintenance of proper pool chemistry.
- Performs other duties as required to accomplish the objectives of the position.

Qualifications

▪ Knowledge and Skills

Requires in-depth working knowledge of the principles, practices, methods, techniques, materials, tools, equipment, layouts and set-ups used in at least one of the following areas: carpentry, electrical, plumbing, and commercial painting, plus basic-to-journey level skills in the other areas listed. Requires basic knowledge of the operating characteristics and maintenance procedures for fire prevention systems, elevators, and swimming pools. Requires a working knowledge of the uses and purposes of hand and power tools and equipment used on construction and general maintenance. Must be thoroughly familiar with safe work practices and the safety orders of the California OSHA related to area of specialty. Requires sufficient communications skills to convey information to co-workers and contractors. Requires sufficient math skills to make measurements and estimate costs.

▪ Abilities

Requires the ability to perform basic to journeyman level electrical, plumbing, carpentry, locksmith, and commercial painting work skillfully and in a timely manner. Requires the ability to promptly respond to District emergencies, including fire alarms and power outages. Requires the ability to operate trucks, forklifts, boom trucks, chain hoists, electric high-lift equipment, and maintenance equipment, including a full range of hand and power tools used to perform construction, carpentry, electrical and mechanical services. Requires the ability to perform welding and glazing. Requires the ability to learn and maintain swimming and other pools and ponds involving water and mechanical testing. Requires the ability to maintain and repair fire prevention systems. Requires the ability to read and interpret engineering drawings, sketches, blueprints, schematics, and building and fire codes. Requires the ability to maintain records and activity logs. Requires the ability to estimate materials and labor for assignments. Requires the ability to work cooperatively and maintain harmonious relations with staff, contractors, and the public. Requires the ability to observe safe work practices and handle hazardous materials according to accepted procedures. Requires the ability to travel to all District sites to complete projects and support special events. Requires the ability to complete County of District sponsored training within a reasonable time in handling, storage, and disposal of hazardous materials, asbestos awareness, OSHA standards, and bloodborne pathogens.

▪ Physical Abilities

Requires the ability to stand for extended periods of time, walk up to 400 yards, and manipulate (lift, carry, move) light to heavy weights of up to 75 pounds on a regular basis. Requires the ability to push, pull, and guide materials over 75 pounds. Requires the ability to climb (e.g. ladders), stoop, kneel, and crouch on a regular basis. Requires sufficient hand-eye coordination, hand and finger dexterity including ability to grasp, and visual acuity to operate specialized equipment and read technical (including blueprints) and safety information. Requires auditory ability to hear machinery sounds and alarms. Requires near and far visual acuity to read printed materials, moving objects, and observe work-in-progress. Requires speaking ability to carry on ordinary conversations. Requires the ability to work in extreme temperature conditions.

- **Education and Experience**

An Associate Degree or equivalent is preferred, plus specialized training in one or more of the building trades (general carpentry, painting, masonry, locksmith, or roofing). Requires a minimum of 6 years experience at the journey level in at least one area of specialization such as woodworking, sheet metal trades, electrical, mechanical maintenance, or plumbing. Additional job-related education and/or training preferred.

- **Licenses and Certificates**

Valid Driver's License preferred. Forklift certificate preferred. Ability to earn an Integrated Pest Management (IPM) Coordinator certificate. Ability to complete Certified Pool Operator (CPO) training and/or earn a certificate. Must successfully pass the District's pre-employment screening, including fingerprinting and TB testing.

- **Working Conditions**

Work is performed indoors and outdoors in extreme weather conditions where significant safety considerations exist from full-body physical labor and handling of medium-to- heavy weight materials.

St. Helena Unified School District**Position Description**

Position: Instructional Technology Systems Administrator	Position Number:
Department/Site: Districtwide	FLSA: Non-Exempt
Reports to/Evaluated by: Director of Technology	Salary Grade: Classified Salary Schedule

Distinguishing Career Features

The Instructional Technology Systems Administrator encompasses work in computer workstations and network support. The IT Systems Administrator supports networked server infrastructure and provides advanced troubleshooting to client devices. The IT System Administrator requires the ability to perform network operations, Active Directory Account setup and sync with Office 365, application of existing computer security with user access rules, and perform hardware diagnostics. The position is also required to follow the update structure for routine events (Microsoft Patch Tuesday, etc.) and operate vulnerability management tools to detect, patch, and resolve server vulnerabilities.

Essential Duties and Responsibilities

- Provides technical assistance and excellent customer service to administrators, teachers, staff, and students on computer usage and software programs with the proper usage of peripheral electronic equipment to enhance the teaching environment.
- Troubleshoots and performs various technical computer, server, and peripheral repair duties that include but are not limited to identification and replacement of components, troubleshooting software configuration and dependencies. Initiates repair request on district devices with service contracts.
- Implements and updates patching strategies for servers and related infrastructure based on vendor recommendations and cybersecurity concerns.
- Recommends standards for student and staff devices, server equipment, and server software.
- Installs and configures networked computers, printers, servers, peripheral equipment, and software
- Installs and configures upgrades to existing servers that enhance continuous operations, desired performance, service, and cybersecurity.
- Works with Director of Technology on ticket resolution and asset circulation for all school sites, district office, maintenance, and food service staff.
- Troubleshoots to resolve server hardware and operations problems including but not limited to connectivity, internet access, electronic mail and file servers.
- Updates existing security software on servers and workstations. Tests existing operating systems and laptop computers for potential security issues.
- Implements protocols and procedural controls for the operation of district systems.
- Installs and configures educational networked resources. Installs and configures laboratory and classroom networked devices to necessary license servers (AutoCAD, Solidworks).
- Installs, configures, and maintains specialized software that supports courses offered by the schools. Test software to ensure compatibility with the current operating environment and to equipment capability. Configures software to communicate peripherals such as printers, scanners, and displays.

Essential Duties and Responsibilities, Continued

- Performs quarterly tests of disaster recovery procedures and configurations.
- Receives and resolves user help desk requests via KACE ticketing system. Documents work and escalates tickets to technology team as needed depending on workload, projects or ticket type.
- Provides basic troubleshooting of user problems with common desktop software, network and networked equipment, and electronic mail/communication.
- Monitors local area network usage and performance. Confers with technology team on connectivity issues.
- Schedules and prepares multimedia equipment for use in classrooms, meetings, and events. Assures that audio visual and sound system equipment functions properly.
- Provides guidance to student workers who provide basic technical support and are engaged in technology curriculum.
- Remains current on trends associated with network computer workstations and computing and provides input to technology planning, workflow, hardware, and software purchases.
- Performs all other duties as assigned by the Director of Technology.

Qualifications

Knowledge and Skills

Requires working technical knowledge of laptop computer operations, including the relationship and usage of various input and output components, business and education support software, and terminology. Requires a working knowledge of computer, video, and multimedia equipment diagnostics and repair. Requires a basic knowledge of operating systems. Must understand the protocols and procedures for setting up new equipment, troubleshooting and performing routine maintenance. Requires a basic understanding of local area networks for laptop computers. Requires a basic understanding of protocols such as TCP/IP, Serial, Ethernet, and Access Lists. Requires sufficient communication skills to provide individual instruction and technical assistance on the use of PC-based software for business, education, internet, utility, and connectivity. Requires sufficient writing skill to document technical procedures.

Abilities

Requires ability to install, configure, and troubleshoot networked computer workstations, systems, and programs used in both instruction and administrative areas on Windows platforms, to document technical procedures, to set up, configure and tune video and multimedia equipment for use in classroom, public meetings, and conferencing settings, to install computer components, to install and connect interface cables and connection between devices, to prioritize and organize work to meet deadlines and timetables, to read, interpret, and apply technical information including equipment schematics, to give one on one training in use of computers, as well as business and instructional software.

Physical Abilities

Requires ambulatory ability to move to various office and classroom-type locations and to bend, stoop, crawl and reach to install cables and equipment. Requires sufficient hand eye coordination and dexterity to make small component connections. Requires sufficient visual acuity to read technical documents and instructions and align small components. Requires sufficient auditory ability to carry on routine conversations. Requires the ability to lift, push, and pull objects of medium weight (less than 75 lbs.) on an occasional basis. Requires the ability to work in confined areas with noise variations, dust, and limited ventilation. Travel is required to move from site to site and to the district office.

Education and Experience

The position requires an Associate's Degree in Computer Science or related technical field and 3 years of experience in the setup of networked microcomputer workstations, user access, and providing technical support. A Microsoft Certified Professional or A+ certificate is preferred and may substitute for some experience.

Licenses and Certificates

Requires a valid driver's license.

Working Conditions

Work is performed indoors where some safety considerations exist from physical labor, positioning in cramped areas, and handling of medium weight, yet awkward materials.

St. Helena Unified School District**Position Description**

Position: Occupational Therapist	Position Number:
Department/Site:	FLSA: Exempt, salaried
Reports to/Evaluated by:	Salary Grade: 126

Summary

Provides occupational therapy and rehabilitation services that includes assessment, developing treatment goals and plans, and direct intervention to assist students in acquiring functional and independent life skills.

Distinguishing Career Features

The Occupational Therapist is a professional health care provider requiring registration and state licensure. The Occupational Therapist works directly with and serves as case manager for physically and psycho-socially disabled students and family members. Advancement to this position requires occupational therapy registration and state licensure.

Essential Duties and Responsibilities

- Provides occupational therapy services to students by conducting assessments with the educational setting using an ecological model to determine level of need.
- Develops educationally relevant, therapeutic plans, that include goals linked as part of a student's educational program.
- Reviews reports from other health care providers who are requesting occupational therapy services, evaluates student progress on individual therapy plans, and revises goals as needed. Prepares reports of occupational therapy interventions and outcomes.
- Consults with parents and staff on occupational therapy interventions for students on site and through home programs. Attends Individualized Educational Plan (IEP) meetings as necessary to ensure that interventions blend with educational goals.
- Coordinates occupational therapy services with student's other health care providers and medical protocols. Coordinates services with school nurses.
- Instructs paraprofessionals in occupational therapy and instructional support on understanding, interpreting, and implementing intervention procedures.
- Provides in-service training and continuing professional development to teachers and resource personnel. Promotes the need for occupational therapy services to teachers and administrators. Develops up-to-date best practices for therapy services.
- Ensures the documentation of services is professional, efficient, and accountable, and in conformance with the policies of state and other agencies.
- Modifies and may design adaptive equipment that enhances students' ability to access learning and technology.

- Performs other duties as assigned that support the overall objective of the position.

Qualifications

▪ Knowledge and Skills

The position requires specialized knowledge of the physical, sensory, intellectual, social, and emotional growth patterns of children including the developmental and educational needs of children with disabilities. Requires specialized knowledge of current theories and best practices in the application of occupational therapy techniques, including oral motor facilitation, daily living activities, psychodynamics of being disabled, and normal and abnormal child development. Requires knowledge of the State Education Code as it applies to the specific accountability of this position. Requires a working knowledge of personal computer applications to use common office productivity software, internet, and specialized computer-aided programs supporting diagnostic assessment. Requires advanced math and interpretive skill to conduct and evaluate statistics. Requires sufficient human relations skills to achieve and maintain trust and cooperation with peers and clients, to deliver formal discussion with classroom-sized groups, to resolve conflict, and to use advanced lines of inquiry to obtain personal information from clients. Requires professional writing skills sufficient to write reports and correspondence that may be sensitive and have legal implications.

▪ Abilities

Requires the ability to carry out the functions and objectives of the position. Requires the ability to understand differences among children with various handicapping conditions. Requires the ability to assess the development status and educational needs of children and the role of occupational therapy. Requires the ability to learn, interpret, and apply District, State, and Federal requirements and objectives for academic achievement including Individualized Educational Plans. Requires the ability to work effectively with fellow professionals and paraprofessionals in carrying out regular and remedial therapeutic programs. Requires the ability to perform statistical analysis of quantitative and qualitative data. Requires the ability to relate well with students, parents, and all levels of staff. Requires the ability to present self in a professional manner to students, parents, and staff. Requires the ability to maintain confidentiality of private information. Requires the ability to optimize a work schedule that involves multiple locations.

▪ Physical Abilities

Requires the ability to function effectively in classroom and office environments, engaged in work of a moderately active nature. Requires ambulatory ability to move to various class and meeting room settings, to stoop, bend and kneel, and to reach. Requires hand-arm motion ability and coordination to assist others with physical movements. Requires hand-eye-arm coordination ability to use special diagnostic devices and a personal computer keyboard to access and record information. Requires visual ability to recognize words, numbers, and non-verbal actions of people. Requires auditory ability to project voice and carry out conversations with individuals and small groups in person and over the phone.

▪ Education and Experience

The position requires a Bachelor's degree from an accredited four-year college or university and curriculum, practicum and/or experience working with children in a school or pediatric environment. A Master's Degree is preferred and may be required as a

minimum qualification for professional registration. Experience with disabled children is desirable.

- **Licenses and Certificates**

Requires a valid driver's license. Valid registration by the American Occupational Therapy Association, a license to practice in California, and proof of continuing education.

- **Work Environment**

Work is performed indoors where some safety considerations exist due to physical effort.

Certification of Health Care Provider for Employee's Serious Health Condition
Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

PURPOSE of FORM Our employee/your patient has requested a leave of absence to attend to their own physical or mental condition that may qualify for protection under the FMLA and CFRA. This medical certification form provides us with necessary information to determine if the request falls within these statutes.

SECTION I - TO BE COMPLETED BY EMPLOYER

Employee's Name _____

Employer's Name: _____

Employer's Contact & Contact Information: _____

SECTION II - TO BE COMPLETED BY EMPLOYEE/PATIENT

INSTRUCTIONS to EMPLOYEE Please complete and sign Section II before giving this form to your health care provider along with a copy of your job description (obtain from your supervisor or Human Resources). To support your request for family medical leave, you are required to submit a timely, complete, and sufficient medical certification relating to your serious physical or mental condition. Failure to meet this requirement may result in a delay or denial of your leave request and/or discipline.

You must return this completed form within 15 calendar days of your request for leave. You or the physician may return this form to us in person, by mail, or by facsimile. The fax number is _____. If sent by mail or facsimile, the transmitting envelope or document should indicate "CONFIDENTIAL DISABILITY LEAVE INFORMATION" and directed to the District representative above. By signing this form, you are authorizing the health care provider to provide us with this necessary information and for us to contact the health care provider should the form be provided to us in an unclear or incomplete manner.

I have requested medical leave from my employer as follows:

1. The following specific days/partial days from work: _____
2. Continuous Leave: starting (date): _____ and ending (date): _____
3. Intermittent or Reduced Schedule Leave starting (date): _____, with anticipated periods of absence (days/blocks of time, "every Friday," etc.) as follows: _____
4. Reduced Regular Work Schedule: I need to reduce my work week hours to _____
Starting (date): _____ and ending (date): _____
5. Intermittent absences for foreseeable flare ups of condition: _____

Employee Signature

Date

SECTION III - TO BE COMPLETED BY HEALTH CARE PROVIDER

INSTRUCTIONS to the HEALTH CARE PROVIDER: The employee/your patient has requested leave under the FMLA and CFRA to address his/her own physical or mental condition. Please fully and completely answer all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "unknown," or "indeterminate" may not be sufficient to determine FMLA-CFRA or eligibility rights. Limit your responses to the condition for which the employee/patient needs care which may be covered under the FMLA or similar laws, but do not disclose to us the actual diagnosis, symptoms or medical condition for which you are providing treatment unless expressly authorized in writing by the patient. Please also do not provide information concerning family medical history.

Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Please answer fully and completely; terms such as "unknown," or "indeterminate" are not sufficient to determine FMLA/CFRA eligibility. Please be sure to sign the form on the last page.

Health Care Provider's name and business address: _____

Type of practice: _____

Telephone: (_____) _____ Fax: (_____) _____

PART A: MEDICAL FACTS

1. Approximate date condition commenced: _____

Probable duration of condition: _____

Level of Treatment/Treatment Schedule per year: _____

Date of your last Examination/Treatment: _____

2. Page 5 describes what is meant by a "serious health condition" under both the FMLA and CFRA.
Does the patient's condition qualify under any of the categories described? ____No ____Yes

If yes, which type of serious health condition listed on Page 5 applies: ____1 ____2 ____3 ____4 ____5 ____6

PART B: AMOUNT OF CARE NEEDED

3. Is the employee/patient able to perform the essential functions of his/her job? ____No ____Yes
(Please see provided job description and contact the employer (Section 1, page 1) with any questions you may have regarding essential job functions or requirements.)

4. Is the employee/patient able to perform work of any kind? ____No ____Yes

If yes, please identify below (restrictions should take in to consideration the employee's regular job duties and be specific as to physical, mental or medical limitations. A current job description or job task analysis is attached to this Certification. The District may be able to reasonably accommodate any medically necessary work restrictions in an alternate job assignment. Is the need for work preclusions or restrictions permanent?
____No ____Yes ____ Undetermined at this time.

5. Can the employee/patient work a reduced work schedule or perform essential job functions with reasonable accommodation(s)? ____No ____Yes If yes, describe all relevant work restrictions:

(continued on next page)

When answering these questions, please keep in mind that the employee/your patient's need for care can include assistance with basic medical, hygienic, nutritional, safety, or transportation needs, or the provision of physical or psychological care.

5. Will the employee/patient be incapacitated for a single continuous period of time, including any time for treatment and recovery? ____No ____Yes

Estimate the beginning and ending dates for the period of incapacity:

Beginning: _____ Ending: _____

7. Is it medically necessary for the employee to miss work on an **INTERMITTENT** basis or requires a **REDUCED WORK SCHEDULE**?

Date **Intermittent** Leave Begins: _____ Date Intermittent Leave Ends: _____

Please indicate the estimated frequency of the employee's need for intermittent leave due to the serious health condition, and the duration of such leaves (e.g. 1 episode every 3 months lasting 1-2 days):

Frequency: ____ time(s) per ____ week(s) ____ month(s) Duration: ____ hour(s) or ____ day(s) per episode

8. If the employee/patient has requested leave on an intermittent or reduced schedule leave basis (please see the employee's/patient's response to the nature of the requested leave), is it medically necessary for the employee/patient to receive necessary medical care on an intermittent basis, including any time for recovery? ____No ____Yes

If yes, estimate the hours of needed care by the employee/patient:

____ Hours per Day ____ Days per Week From: _____ through: _____

9. If the patient has requested leave on an intermittent basis for anticipated flare ups (please see the employee's/patient's response to the nature of the requested leave) will the condition cause or contribute to episodic flare-ups periodically preventing the patient from performing his/her job functions? ____No ____Yes

Is it medically necessary for the employee to be absent from work during the flare-ups? ____No ____Yes

If yes, explain: _____

Please estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 12 months (e.g., 1 episode every 3 months lasting 1-2 days)

Frequency: ____ times per ____ week(s) ____ month(s)

Duration: ____ hours or ____ day(s) per episode

10. **Reduced Schedule Leave:** Is it medically necessary for the employee/patient to work less than the employee's normal work schedule due to the serious health condition of the employee?

If yes, please indicate the part-time or reduced work schedule that is medically necessary:

____ hour(s) per day; ____ days per week, from _____ through _____

11. **Time Off for Medical Appointments or Treatment:** Is it medically necessary for the employee/patient to take time off work for doctor's visits or medical treatment, either by the health care practitioner or another provider of health services?

If yes, please indicate the estimated frequency of the employee's need for leave for doctor's visits or medical treatment, and the time required for each appointment, including any recovery period:

Frequency: ____ time(s) per ____ week(s) ____ month(s) **Duration:** ____ hour(s) or ____ day(s) per appointment/treatment

ADDITIONAL INFORMATION:

Signature of Health Care Provider

Date

Medical License/Authorizing License Number

I certify that I am providing care for the patient identified in this document and that the statements made by me are true and correct to the best of my knowledge.

IMPORTANT NOTE: The California Genetic Information Nondiscrimination Act of 2011 (CalGINA) prohibits employers and other covered entities from requesting, or requiring, genetic information of an individual or family member of the individual except as specifically allowed by law. To comply with the Act, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic Information," as defined by CalGINA, includes information about the individual's or the individual's family member's genetic tests, information regarding the manifestation of a disease or disorder in a family member of the individual, and includes information from genetic services or participation in clinical research that includes genetic services by an individual or any family member of the individual. "Genetic Information" does not include information about an individual's sex or age.

Note: Authority cited: Section 12935(a), Government Code. Reference: Section 12945.2, Government Code; California Genetic Information Nondiscrimination Act, Stats. 2011, ch. 261; Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 et seq.; and 29 C.F.R. § 825.

Serious Health Conditions

“Serious health condition” means an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse. A serious health condition may involve one or more of the following:

1. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care. A person is considered an “inpatient” when a health care facility formally admits him or her to the facility with the expectation that he or she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

2. Absence Plus Treatment

(a) A period of incapacity of more than three consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

(1) Treatment two or more times by a health care provider, by a nurse or physician’s assistant under direct supervision of a health care provider, or by a provider of health care services (e.g, physical therapist) under orders of, or on referral by, a health care provider, or

(2) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.

3. Pregnancy [NOTE: An employee’s own incapacity due to pregnancy is covered as a serious health condition under FMLA but not under CFRA] Any period of incapacity due to pregnancy, or for prenatal care.

4. Chronic Conditions Requiring Treatment

A chronic condition which:

(1) Requires periodic visits for treatment by a health care provider, or by a nurse or physician’s assistant under direct supervision of a health care provider;

(2) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

(3) May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

5. Permanent/Long-term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer’s, a severe stroke, or the terminal stages of a disease.

6. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

Note: Authority cited: Section 12935(a), Government Code. Reference: Section 12945.2, Government Code; California Genetic Information Nondiscrimination Act, Stats. 2011, ch. 261; Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 et seq.; and 29 C.F.R. § 825. Appendix B, Form WH-380, as revised December 1994