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MADERA UNIFIED SCHOOL DISTRICT

Personnel Commission
1902 Howard Road, Madera, CA 93637

AGENDA **Regular Meeting** **Monday, June 28, 2021**

For the 4:30 PM Public Meeting, see access below.

Join Zoom Meeting

<https://maderausd.zoom.us/j/83774141463>

Meeting ID: 837 7414 1463
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OUR MISSION **Highest Student Achievement** **A Safe and Orderly Learning Environment** **Financially Sound and Effective Organization**

1. Pledge of Allegiance, Opening and Acknowledgement of Visitors and Media

2. Adoption of Agenda

Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of the agenda.

3. Communications

Public Hearing for visitors who wish to speak on a subject not on the Commission agenda. Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Commission on items not listed on the agenda and within the jurisdiction of the Commission. Speakers are limited to three (3) minutes. The Commission is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Commission does not respond to public comment at this time. If you wish to address the Commission, you may do so in two ways:

- **Prior to the meeting:** you may email your comments to isabelbarreras@maderausd.org at least 24 hours prior to the meeting. Include your full name and city of residence and public comment in your email. Your comment will be read during this portion of the meeting.
- **While in the Zoom meeting:**
 1. Click on the **Participants** icon located at the bottom of the screen.
 2. On the new window, click on the Raise Hand icon and wait for your name to be called.
 3. State your name and city of residence prior to your comment.

4. Consent Agenda

Items listed under the Consent Agenda are considered routine and are acted on by the Commission in one motion. There is no discussion of these items prior to the Commission's vote unless a member of the Commission, staff or public requests specific items be considered and discussed separately and/or removed from the Consent Agenda prior to the adoption of the Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Commission shall be deemed to have been considered in full and adopted as recommended.

A. Approval of minutes:

1. Approve the minutes from Thursday, May 20, 2021, Regular Meeting.

B. Consideration and approval of Eligibility List/s for:

1. Accounting Technician I (Open/Competitive)
2. Accounting Technician III (Open/Competitive)
3. Accounting Technician V (Open/Competitive)
4. Administrative Assistant III (Open/Competitive & Promotional)
5. Career Technician (Open/Competitive & Promotional)
6. Custodian (Open/Competitive)
7. Grounds I ((Open/Competitive & Promotional)
8. Library Media Technician High School (Open/Competitive & Promotional)
9. Pool Maintenance Technician (Open/Competitive)
10. Registrar – High School (Open/Competitive & Promotional)
11. Technology Trainer (Open/Competitive)
12. Supervisor Transportation Shop (Open/Competitive)
13. Warehouse Assistant (Open/Competitive & Promotional)

5. New Business

- A. Discuss and approve the extension of the following Promotional and Open/Competitive Eligibility Lists for: Administrative Assistant II, Child-Welfare and Attendance and Secretary-Attendance
- B. Discuss and approve the proposed new job class description for Behavioral Health Clinician I and Classified Salary Compensation Survey
- C. Discuss and approve the revised and proposed new title of the job description for Behavioral Health Clinician II
- D. Discuss and approve the revised classified job description and proposed new title for Behavioral Health Supervisor and Classified Supervisory Salary Placement Recommendation
- E. Discuss and approve the revised job description for Director of Health and Wellness
- F. Discuss and approve the new job class descriptions for: Videographer and Communications Copywriter
- G. Discuss and approve the new job class description for Communications Technician-Bilingual Spanish and Classified Salary Placement Recommendation

- H. Discuss and approve the new job class description for Migrant Student & Family Support Specialist and Classified Salary Placement Recommendation

6. Informational and Reports

- A. Director's Report
- B. Commissioner's Report

7. Next Regular Personnel Commission Meeting

Thursday, July 15, 2021 at 4:30 pm
Madera Unified School District Office –Virtually through Zoom
1902 Howard Road
Madera, California 93637

8. Suggested Future Agenda Items

9. Adjournment

Board Room Accessibility: The Madera Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability related modification or accommodation to participate in the public meeting, please contact the Personnel Commission Office at 559-675-4500 extension 294 at least 48 hours before the scheduled Personnel Commission meeting so that we may make every reasonable effort to accommodate you. (Government code 54954.2)



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Consideration and approval of the Minutes from the regular meeting of May 20, 2021

Agenda Placement:

Consent

Background:

Approval of Minutes from the regular meeting of May 20, 2021.

Recommendation:

It is recommended that the Personnel Commission approve the Minutes from the regular meeting of May 20, 2021.

**Minute Record of MUSD Personnel Commission Meeting
Regular Meeting held on Thursday, May 20, 2021 at 4:30 PM**

The Personnel Commission of the Madera Unified School District convened at a Regular Board Meeting via Zoom, a cloud-based video communication, on Thursday, May 20, 2021 at 4:30 p.m.

Roll Call

Fran Wheat, Personnel Commission Chair

Philip Janzen, Personnel Commissioner Vice-Chair

Bruce Koch, Personnel Commission Chairperson

Isabel Barreras, Director Classified Human Resources

Ana Perez, Human Resources Specialist - Personnel Commission

Daniel Rodriguez, Human Resources Specialist –Personnel Commission

Kent Albertson, Chief Human Resource Officer

Cheri Giddens, CSEA President

Other visitors were in attendance.

1. Call to Order of Public Meeting Pledge of Allegiance, Opening and Acknowledgement of Visitors and Media

- Chair Wheat called the meeting to order at 4:30 pm.
- Commissioner Wheat led the flag salute.

2. Adoption of Agenda

- Director Barreras asked to pull item 5D under New Business. The applicant selected for the Educational Information Systems Manager declined the job offer.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the adoption of the agenda. MOTION NO. 46-2020/21.
 - Ayes: Commissioners Janzen, Koch and Wheat
 - Noes: None
 - Absent: None
 - Abstained: None

3. Communications

- There were no public comments.

4. Consent Agenda

- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the Consent Agenda. MOTION NO. 47-2020/21.
 - Ayes: Commissioners Janzen, Koch and Wheat
 - Noes: None
 - Absent: None
 - Abstained: None

5. New Business

A. Discuss and approve the new job class description for Athletic Trainer and Classified Salary Compensation Survey

- Director Barreras briefly explained the new class of Athletic Trainer. Currently the District is contracting out with Barrows Physical Therapy. There will be three positions; one for each high school. Salary Compensation recommendation was determined to be at Range 44 of the Classified Salary Schedule.
- Mr. Albertson chimed in and is excited on bringing these positions on board. It will bring stability to the District.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the approval of the new job classification and salary compensation recommendation of Range 44 of the Classified Salary Schedule for Athletic Trainer. MOTION NO. 48-2020/21.

Ayes: Commissioners Janzen, Koch and Wheat
Noes: None
Absent: None
Abstained: None

B. Discuss and approve the new job class description for Custodial Supervisor and Classified Supervisory Salary Compensation Survey

- Director Barreras shared that this was the item that was pulled in the last meeting. The job description was reviewed and updated with a few changes in the essential functions. Currently there is a Head Custodian III who is retiring and as part of the PARS. This new position will start in the new school year. Salary Compensation recommendation was determined to be at Range 7 of the Classified Supervisory Salary schedule.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the approval of new job classification and salary compensation recommendation of Range 7 of the Classified Supervisory Salary for Custodial Supervisor. MOTION NO. 49-2020/21.

Ayes: Commissioners Janzen, Koch and Wheat
Noes: None
Absent: None
Abstained: None

C. Discuss and approve the revised job description for Director of Community Services and Parent Resource Centers

- Director Barreras worked with Dr. Malmo and David Hernandez on this position. We reviewed and revised the job description to bring it up to date. This job description was last updated back in June of 2017. No salary compensation study was made. This position will be studied in Phase III of the Salary Compensation Study in early of January of next year.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the approval of new job class description for Director of Community and Parent Resource Centers. MOTION NO. 50-2020/21.

Ayes: Commissioners Janzen, Koch and Wheat
Noes: None
Absent: None
Abstained: None

D. Discuss and approve Initial Salary Placement for the Educational Information Systems Manager-Department of Information and Technology Support Services

- Item has been pulled under Adoption of Agenda

E. Public Hearing and Approval of the 2021-2022 Personnel Commission Budget

- Director Barreras brought forth and discussed the Personnel Commission Budget. It has not been finalized as the Business Office is still working on the numbers for salary and benefits. We have moved over to ESCAPE now. These salaries include the 3% increases with Calpers being taken into consideration. NEOgov is going up on price by a few hundred dollars. We are keeping Eskills for another year due to not being sure on what is happening COVID. Last year the budget was approved at \$535,310.00, this year we are bringing forward the budget at \$577,465.00. This year there was not much travel. All department budgets were adjusted throughout the District.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the approval of the 2021-2022 Personnel Commission Budget as presented. MOTION NO. 51-2020/21.
Ayes: Commissioners Janzen, Koch and Wheat
Noes: None
Absent: None
Abstained: None

F. Approve Resolution No. 1-2020/20201 – Classified School Employee Week: May 16, 2021 through May 22, 2021

- Commissioner Wheat acknowledge the Madera Unified School District Employees and presented **Resolution No. 1-2020/20201**.
- Director Barreras recognized the classified employees for their dedicated work.
- It was moved by Commissioner Janzen and seconded by Commissioner Koch to approve the Resolution No. 1-2020/20201 – Classified School Employee Week: May 16, 2021 through May 22, 2021 MOTION NO. 52-2020/21.
Ayes: Commissioners Janzen, Koch and Wheat
Noes: None
Absent: None
Abstained: None

6. Information and Reports

A. Director's Report

- Director Barreras congratulated all classified employees in celebrating Classified Employees Week.
- Director Barreras reported that the office continues to recruit. There are lots of recruitments that are going on. It has been challenging to secure rooms for testing. We are trying to be creative in finding use of other facilities without impacting their school sessions.
- The pre-registration for the Classified Conference has been sent out. The conference is on June 17, 2021. It is a half day. So far, there has been a little over 150 participants who have pre-registered. Those who register early get a free t-shirt, to promote our District throughout the year.

- Phase I of the Class and Comp study is almost nearing to the end. The consultants are working on a report to share with the Steering Committee. Currently we have Phase II going on right now and we have about 540 staff on the list for Phase II.
- Personnel Commission Office has been working diligently on sending out the employee questionnaires since Monday, May 17. The deadline has been extended to Friday, June 4th.
- Commissioner Wheat asked about the Merit Academy and how it was going. Director Barreras mentioned that PC Staff members Danny and Ana are attending. She asked if they would like to share their experience attending the Merit Academy so far.
- Ana mentioned that she is really enjoying it and has been enjoying the learning experience. It is good to see that the process here is being followed and that it is working. She also thanked the Personnel Commission for the opportunity to attend.
- Danny gave kudos to the presenters and thanked the Personnel Commission for allowing him to attend.

B. Commissioner's Report

- No reports.

7. Next Regular Personnel Commission Meeting

Wednesday, June 23, 2021 at 4:30 pm

Madera Unified School District Office –Virtually through Zoom

1902 Howard Road

Madera, California 93637

8. Suggested Future Agenda Items

- None were suggested.

9. Adjournment

- Chairperson Wheat adjourned the Public Session at 5:00 PM.

Isabel Barreras, Director of Classified HR

Date: May 21, 2021



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Consideration and Approval of the following Eligibility Lists for Open/Competitive and Promotional

Agenda Placement:

Consent

Background:

An Eligibility Lists has been placed on the agenda as a consent item. If for some reason any Commissioner would like to remove a list, it can be done.

1. Accounting Technician I (Open/Competitive)
2. Accounting Technician III (Open/Competitive)
3. Accounting Technician V (Open/Competitive)
4. Administrative Assistant III (Open/Competitive & Promotional)
5. Career Technician (Open/Competitive & Promotional)
6. Custodian (Open/Competitive)
7. Grounds I ((Open/Competitive & Promotional)
8. Library Media Technician High School (Open/Competitive & Promotional)
9. Pool Maintenance Technician (Open/Competitive)
10. Registrar – High School (Open/Competitive & Promotional)
11. Technology Trainer (Open/Competitive)
12. Supervisor Transportation Shop (Open/Competitive)
13. Warehouse Assistant (Open/Competitive & Promotional)

Recommendation:

It is recommended that the Personnel Commission approve the Eligibility List as presented.



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the extension of the following Promotional and Open/Competitive Eligibility Lists for: Administrative Assistant II, Child-Welfare and Attendance and Secretary-Attendance

Agenda Placement:

Action

Background:

The Eligibility Lists for:

- Administrative Assistant II, Expired 6/23/2021
- Child Welfare and Attendance, Expired 6/26/2021
- Secretary-Attendance, Expired 6/26/2021

Due to the COVID-19 Pandemic restrictions and heavy work load, the PC Office is unable to start recruitments for these classifications. This year we are experiencing a high number of retirees and the need to replace them by July 1. We have viable candidates remaining on promotional and open/competitive lists. Therefore, in order to fill positions for on a timely manner; the PC Office would like to extend these eligibility lists for a period of six (6) months.

Personnel Commission Rule 6.1.5 Duration of Eligibility Lists; An eligibility list shall be in effect for a period of six months or one year, unless otherwise determined by the Director of Classified Personnel, and may be extended for up to an additional year by the Commission.

Recommendation:

It is recommended that the Personnel Commission approve the extension of six (6) months for the following Promotional and Open/Competitive Eligibility Lists:

Promotional and Open/Competitive Eligibility Lists	New Expiration Date
Administrative Assistant II	12/23/2021
Child Welfare and Attendance	12/26/2021
Secretary-Attendance	12/26/2021



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

**REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the new job class description for Behavioral Health Clinician I and Classified Salary Compensation Survey

Agenda Placement:

Action

Background:

District Administration has brought forward the request to create a new job description with the title of Behavioral Health Clinician I. This position is under the general direction of the Behavioral Health Supervisor, the Behavioral Health Clinician (BHC) I provides a full range of behavioral health services to students within the Madera Unified School District. The position provides assessments, develops individual treatment plans, goals, and objectives; performs individual, group and family counseling; and collaborates with school and district staff as identified by the Behavioral Health Supervisor, site administration, teachers, or Individual Education Program (IEP). The incumbents in this classification provide the school community with behavioral health services which directly supports student learning and achievement.

The Behavioral Health Clinician I is the entry level in the job series for a career ladder pathway for the Department of Health and Wellness. Incumbents function as Associates and are considered to be in a training status as they accumulate clinical hours towards full licensure. All BHC I's require clinical supervision. Incumbents must complete all clinical hours within five years of appointment.

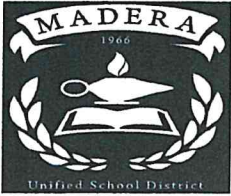
A salary survey was reviewed both externally with surrounding districts, and internally for fit within the department. This review is shown on the attached chart. The recommendation is for the new class to be allocated to range 58 on the classified salary schedule.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

Recommendation:

It is recommended that the Personnel Commission approve the following proposed new class and its recommended Salary Range allocation as presented in the table below:

JOB CLASS TITLE	NEW OR REVISED	SALARY RANGE RECOMMENDATION
Behavioral Health Clinician I	New	Range 58 of the 2020-2021 Classified Salary Schedule (yearly:\$73,790 - \$96,111; and hourly: \$35.34 - \$46.03)



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

PROPOSED NEW CLASS: BEHAVIORAL HEALTH CLINICIAN I

DEPARTMENT/SITE: Health & Wellness
Department

SALARY SCHEDULE: Classified bargaining Unit

SALARY RANGE: TBD per 2020/2021 Schedule

WORK YEAR: 11 Months (218 Days)

REPORTS TO: Behavioral Health Supervisor

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Behavioral Health Supervisor, the Behavioral Health Clinician (BHC) I provides a full range of behavioral health services to students within the Madera Unified School District. The position provides assessments, develops individual treatment plans, goals, and objectives; performs individual, group and family counseling; and collaborates with school and district staff as identified by the Behavioral Health Supervisor, site administration, teachers, or Individual Education Program (IEP). The incumbents in this classification provide the school community with behavioral health services which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

The job series is designated as a transition classification where incumbents at the first level are expected to continually pursue full licensure towards Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Professional Clinical Counseling or Licensed Psychologist. In order for an incumbent to be promoted to the BHC II they must be licensed with the Board of Behavioral Science.

The Behavioral Health Clinician I is the entry level in the job series. Incumbents function as Associates and are considered to be in a training status as they accumulate clinical hours towards full licensure. All BHC I's require clinical supervision. Incumbents must complete all clinical hours within five years of appointment.

The Behavioral Health Clinician II may act as a lead position for level BHC I clinicians. The incumbent must be licensed, preference will be given to those who are post-licensure two years. The incumbent may provide clinical supervision for associate level clinicians and student interns. They will stay abreast of all necessary paperwork.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Acts as a community liaison with social service agencies and community networks as requested by school site staff.
- Assesses and creates intervention plans consistent with best practice and evidence-based treatments.
- Collaborates with Provides collateral interventions to teachers, school psychologists, and other school staff, to provide collateral interventions, and monitors student behavior.
- Communicates with district personnel, school staff, parents, students, and public agencies regarding the level of assistance required for the student.
- Conducts home visits as needed to share documents or devices and to physically interact..
- Conducts weekly or biweekly therapy sessions with students according to their treatment plan.
- Creates social emotional goals for identified students; monitor progress and collect data related to targeted behavioral goals; work closely with outside mental health providers, teachers, psychologists, and administrators.
- Maintains appropriate records of services rendered to students and families.
- Maintains confidentiality of information for the purpose of meeting privacy requirements.
- Provides family and parent interventions to student families.
- Provides in-service training to parents, community agencies, and district personnel.
- Provides social work services to assist in connecting families to local resources.
- Provides support to staff members requesting consultation and information on access to outside resources.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work-unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Principles, techniques, and trends in counseling, psychotherapy and various treatment modalities
- Biological, behavioral and environmental aspects of emotional disturbances, mental disability, or substance abuse
- Scope and activities of public and private health and welfare agencies and other available community resources
- Physical, intellectual, social, and emotional growth patterns of students.
- Principles and techniques of mental health consultation, education and prevention within the community
- Computer usage and related software applications
- English usage, grammar, punctuation, and spelling

Skills and Abilities to:

- Plan and manage projects, requiring prioritization to meet deadlines
- Prepare and maintain accurate records
- Establish and maintain effective working relationships, including collaborating with a team
- Work with interruptions and possible crisis situations

- Communicate effectively, both orally and in writing
- Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems
- Work confidentially and with discretion
- Analyze situations accurately and adopt an effective course of action

RESPONSIBILITY:

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives. There is continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

Master's degree from an accredited university and/or college with major coursework in clinical social work, psychology, and counseling or closely related field.

EXPERIENCE REQUIRED:

One year experience in providing mental health services, social services, case management, and counseling with children.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive to various work sites and to conduct home visits.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- This job is performed in an indoor office environment
- Significant amount of time sitting, with some walking and standing
- Occasional lifting, carrying, pushing, and/or pulling objects such files and boxes
- Manual dexterity to operate a keyboard, handle paperwork, and use other office equipment
- hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen

Behavioral Health Clinician I Comparison Survey

DISTRICT (Grades) Enrollment	JOB CLASS TITLE	EDUCATION	EXPERIENCE	LICENSES & CERTIFICATES	SR (Salary Range) Step 1 (daily)	Mid- range step	SR (Salary Range) Max (daily)
Madera USD	Behavioral Health Technician I	Master's in social work, psychology, or counseling	One year of related experience		Suggest: SR 58, \$282.72	Suggest SR 58, \$322.56	Suggest: SR 58, \$368.24
Central USD (K-12) 15,841	No similar class to review						
Clovis USD (K-12) 43,654	No similar class to review						
Fresno County Supt. Of Schools* (K-12) 200,000	Match – Behavioral Health Clinician I Provide behavioral health services to students and families within Fresno County; provide assessment and assistance; identify the behavioral health needs of students and develop therapy goals for implementation thru an individual therapy plan; participate in weekly clinical supervision	Bachelor's degree in Psychology, Social Work or related field. • Master's degree in Counseling, Marriage & Family Therapy, Social Work, Psych or related field.	Experience providing mental health assessments, individual and family therapy and case management services preferred	Cal Bd of Behavioral Sciences registration in reltd area	\$320.43, SR 630	\$336.45	\$353.28 (\$2,607 ave. annual salary advance-ment)
Fresno USD (K-12) 73,381	MATCH – Licensed Mental Health Clinician (but more experience req) Provide psychological assessment, diagnosis, counseling and consultation in support of students, families, teachers, and administrators	Masters in counseling, pupil personnel services, social work or marriage family therapy	Three years experience working with children and adolescents	Current Cal License as a Social Worker, MFT or equivalent	\$215.10, SR G47	\$237.28	\$261.92 (\$2,153 ave. annual salary advance-ment)
Merced City SD (K-8) 11,079	No match – only have Behavior Analyst						
Stockton USD (K-12) 41,679	No match- only have fully licensed Mental Health Clinician						
Tulare COE* (K-12) 7,500	MATCH – Mental Health Clinician Entry level in series, working on completing clinical hours, but performing same job duties	Masters in related area	Some job related experience	Cal Board of Behavioral Science Intern registration or Psych Intern	\$317.59 (no range #s)	\$352.24	\$390.59, step 8 (\$1,978 ave annual step advancement)

Averages of annual salary and hourly wage data, as well as all explanatory footnotes, are detailed on page 4

Visalia USD (K-12) 32,000	Match – School Social Worker (but licensure preferred so slightly higher level) Provides mental health services at school sites; assesses and defines problems children may be having which interfere with his/her ability to learn	Masters of Social Work or Pupil Svcs credential w/MS in related area	One year working with "at-risk" students	Clinical Social Wkr (CSW) or Assoc. CSW pref.	\$423.12	\$449.76	\$478.08/ day
				AVERAGES/ MEDIAN	\$319.16 \$319.01	\$343.96 \$344.20	\$370.97 \$371.90

FOOTNOTE DETAILS REGARDING THE COMPARISON AGENCIES IN THE TABLE ABOVE:

Six districts have been requested by Madera's classified bargaining unit as the minimum array of districts to be surveyed in Phase 4 of the current classification and compensation review being conducted by EH&A. These six districts are: **Central USD, Clovis USD, Merced City SD, Stockton USD, and Visalia USD.**

Two additional districts have been included in this survey – **Fresno County Superintendent of Schools (CSOS) and Tulare County Office of Education (COE)** in order to provide a sufficient number of comparisons.

NOTES REGARDING SUGGESTED SALARY ALLOCATION FOR THE NEW MADERA USD CLASS:

Only three reasonably close matches were identified among the agencies. These were in the districts of Fresno CSOS, Fresno Unified, Tulare COE, and Visalia USD. It seems to be that mainly larger districts have this classification, with multiple levels of clinicians.

The notes in the "Job Class" section indicate where the matches are very close, or slightly lower or higher in the districts. In each case, if the word "Match" is used, the differences were not great enough to exclude the district from a valid comparison. Conversely, "No Match" is used when there is a comparison made for a similar class, but the difference between them is too great for it to be considered as a valid comparable class. The primary issue considered in the comparison is the type of work performed, but secondly is the level of the work, as we are looking at an "entry-level" clinician position not commonly used. Lastly, where the district had no class title performing the type of work at all, the label "No similar class to review" is used, and the information is shaded red.

The mid-range median for the daily rate is \$344.20. Daily rate is used as an equivalent value across districts, since the work year varies. The median is the best indicator to use generally with smaller sample sizes. The mid-range step was used for primary comparison purposes due to the variability in the number of steps on the salary schedule at each district. As shown in the table, one districts has three steps, two have five, and the other has eight steps. With this inconsistency, using the pay rate at the middle of each range makes for the most valid comparison.

Equally important in the determination of the appropriate salary range is consideration of the internal alignment. The first is placement compared to the new, higher-level BHC II, which is at range 63. The new class target is in the range of 5-10% lower. There is a relatively equal classification of Behavior Analyst at range 58. This class is also in the Health and Wellness Department with very similar qualifications and responsibilities. The mid-range of this class is

\$322.56/day which is a bit lower than the median of \$344. However, using that higher number would put the BHC I at either range 61 or 62, which is only slightly lower (about 3%) than the BHC II (range 63). It would be more appropriate to be a little lower, in consideration of the lower minimum qualifications, and be aligned with the Behavior Analyst at range 58, which is just under 10% lower at the mid-range.



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the revised and proposed new title of the job description for Behavioral Health Clinician II

Agenda Placement:

Action

Background:

District Administration has presented the Personnel Commission with revised duties for the job description of Behavioral Health Clinician with a proposed new title of Behavioral Health Clinician II. This title change will create a career ladder pathway for the Behavioral Health Clinician I (BHC).

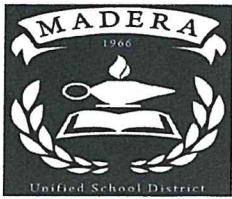
The Behavioral Health Clinician II may act as a lead position for level BHC I clinicians. The incumbent must be licensed, preference will be given to those who are post-licensure two years. The incumbent may provide clinical supervision for associate level clinicians and student interns. They will stay abreast of all necessary paperwork.

The proposed revisions are highlighted in red throughout the job description with strike out language in the purpose statement and essential functions. There are added sections for knowledge, skills and abilities along with the distinguishing characteristics and work environment/physical demands. These changes bring the job description up to date and it is now updated in the new job description format.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

Recommendation:

It is recommended that the Personnel Commission approve the revised and proposed new title of the job description for the Behavioral Health Clinician II.



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

CURRENT TITLE: BEHAVIORAL HEALTH CLINICIAN
PROPOSED TITLE: BEHAVIORAL HEALTH CLINICIAN II

DEPARTMENT/SITE: Health & Wellness
Department

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 63 per 2020/2021 Schedule

WORK YEAR: 11 Months (___ Days)

REPORTS TO: Behavioral Health Supervisor

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Behavioral Health Supervisor, the Behavioral Health Clinician II provides a full range of behavioral health services to students within the Madera Unified School District. The position provides assessments, development individual treatment plans, goals and objectives; performs individual, group and family counseling; and collaboration with school and district staff as identified by the Behavioral Health Supervisor, site administration, teachers, or Individual Education Program (IEP). The incumbents in this classification provide the school community with behavioral health services which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

The job series is designated as a transition classification where incumbents at the first level are expected to continually pursue full licensure towards Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Professional Clinical Counseling or Licensed Psychologist. In order for an incumbent to be promoted to the BHC II they must be licensed with the Board of Behavioral Science.

The Behavioral Health Clinician I is the entry level in the job series. Incumbents function as Associates and are considered to be in a training status as they accumulate clinical hours towards full licensure. All BHC I's require clinical supervision. Incumbents must complete all clinical hours within five years of appointment.

The Behavioral Health Clinician II may act as a lead position for level BHC I clinicians. The incumbent must be licensed, preference will be given to those who are post-licensure two years. The incumbent may provide clinical supervision for associate level clinicians and student interns. They will stay abreast of all necessary paperwork.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Acts as a community liaison with social service agencies and community networks as requested by school site staff.
- Assesses and creates intervention plans consistent with best practice and evidence-based treatments.
- Communicates with district personnel, school staff, parents, students, and public agencies regarding the level of assistance required for the student.
- Conducts home visits as needed to share documents or devices and to physically interact.
- Conducts weekly or biweekly therapy sessions with students according to their treatment plan.
- Creates social emotional goals for identified students; monitor progress and collect data related to targeted behavioral goals; work closely with outside mental health providers, teachers, psychologists, and administrators.
- Maintains appropriate records of services rendered to students and families.
- Maintains confidentiality of information for the purpose of meeting privacy requirements.
- May provide supervision and review to interns completing licensure hours.
- Collaborates with Provides collateral interventions to teachers, school psychologists, and other school staff, to provide collateral interventions, and monitors student behavior.
- Provides family and parent interventions to student families.
- Provides in-service training to parents, community agencies, and district personnel.
- Provides social work services to assist in connecting families to local resources.
- Provides support to staff members requesting consultation and information on access to outside resources.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Principles, techniques, and trends in counseling, psychotherapy and various treatment modalities
- Biological, behavioral, and environmental aspects of emotional disturbances, mental disability, or substance abuse
- Physical, intellectual, social, and emotional growth patterns of students
- The scope and activities of public and private health and welfare agencies and other available community resources
- Principles and techniques of mental health consultation, education and prevention within the community
- Computer usage and related software applications
- English usage, grammar, punctuation, and spelling

Skills and Abilities to:

- Plan and manage projects, requiring flexibility and prioritization to meet deadlines
- Prepare and maintain accurate records
- Establish and maintain effective working relationships, including collaborating with a team

- Work with interruptions and possible crisis situations
- Communicate effectively and concisely, both orally and in writing
- Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems
- Work confidentially and with discretion
- Analyze situations accurately and adopt an effective course of action

RESPONSIBILITY:

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives. There is continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

Master's degree from an accredited university and/or college with major coursework in clinical social work, psychology, and counseling or closely related field. *Must be registered and in good standing with the Board of Behavioral Sciences as an Associate Clinician in the respective field of study.*

EXPERIENCE REQUIRED:

One year experience in providing mental health services, social services, case management, and counseling with children.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive to various work sites and to conduct home visits.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- This job is performed in an indoor office environment
- Significant amount of time sitting, with some walking and standing
- Occasional lifting, carrying, pushing, and/or pulling objects such files and boxes
- Manual dexterity to operate a keyboard, handle paperwork, and use other office equipment
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

**REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the revised classified job description and proposed new title for Behavioral Health Supervisor and Classified Supervisory Salary Placement

Agenda Placement:

Action

Background:

District Administration has presented the Personnel Commission with revised duties and proposed new title for the job description of Behavioral Health Supervisor. The Supervisor-Behavioral Health class was removed approximately three years ago with the promotion of the incumbent into the Director of Health & Wellness position. The Supervisor class is returning to oversee the growing number of Behavioral Health Clinicians (BHC) positions. However, since the Supervisor job description was used for the Director, Health and Wellness class, there is need to review both job descriptions to ensure there is a clear distinction between the levels, as well as responsibilities. The proposed revisions are in red throughout the job description with strike out language in the purpose statement and essential functions. These changes bring the job description up to date.

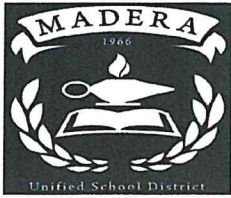
The salary for the former Supervisor was at Range 11 on the Supervisory Schedule before it was removed. At that time, the BHC class was then created and placed at a range which exceeded that of the former Supervisor-Behavioral Health. So in reestablishing the Behavioral Health Supervisor, this problem must be addressed.

For a supervisory differentiation, we generally use at least 10% higher than the highest class supervised is a target. With the mid-range for BHC II at \$354.48 (using daily rate) on the classified schedule, adding 10% results in \$389.93. This falls in between the supervisory schedule range 12 and 13 mid-ranges. Using range 12 would result in a difference of just under 6%, while using range 13 would make it approximately 16% higher at mid-range (these ranges are about 10% apart). In addition, internal alignment confirms this may be the most appropriate range to use since the Supervisor – Behavior Analyst, a fairly equivalent class, is at this range.

This was done in accordance with Ed Code 45256 and Personnel Commission Rules 3.2.3. Class Specifications.

Recommendation:

It is recommended that the Personnel Commission approve the revised job description for the Behavioral Health Supervisor and recommended placement at R13 of the Classified Supervisory Salary Schedule.



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

REVISED
PROPOSED NEW TITLE: BEHAVIORAL HEALTH SUPERVISOR

DEPARTMENT/SITE: Health & Wellness
Department

SALARY SCHEDULE: Classified Supervisory
SALARY RANGE: TBD per 2020/2021 Schedule
WORK YEAR: 11 Months (218 Days)

REPORTS TO: Director, Health and Wellness

FLSA: Exempt

PURPOSE STATEMENT:

Under the general direction of the Director of Health and Wellness, the Behavioral Health Supervisor will supervise and coordinate the activities of Behavioral Health Clinicians engaged in providing behavioral health services to students as identified by the Director of the Health and Wellness departmental directors. This includes clinical supervision, maintaining confidential records, caseload management, crisis intervention, individual, group and family counseling and compliance with program policies and procedures. In addition, the Supervisor develops and conducts employee performance evaluations and disciplinary action when needed. The incumbents in this classification provide the school community with behavioral health services which directly supports student learning and achievement.

This job reports to the Executive Director of Student and Family Support Services.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Assists in the evaluation of evidence-based interventions and therapeutic treatment modalities.
- Communicates with other administrators, personnel, and outside agencies to coordinate behavioral health services, resolve conflicts/issues, and exchange information.
- Conducts home visits as needed.
- Directs and provides oversight for behavioral health therapy services; coordinates work schedules and locations for Clinicians and other behavioral health staff; provides regularly scheduled clinical meetings and professional development to ensure all behavioral health clinicians have ongoing support in the provision of best practices.
- Ensures the quality of clinical services is maintained through individual and group supervision.
- Ensures clinical records are accurate, current and meet program compliance.
- Maintains confidentiality of information for the purpose of meeting privacy requirements.
- Manages caseloads for clinical staff.
- Participates as a member of the referral team in the review of all information and records that are

provided by the school districts and other agencies as part of the referral process for determining the need for behavioral health services.

- Plans, organize, and direct behavioral health programs in order to provide a continuum of behavioral health services in compliance with federal and state regulations.
- Prepares and maintains a variety of narrative and statistical reports, records, and files related to assigned activities and personnel.
- Provides back-up clinical care to students when assigned staff are unavailable.
- Provides in-service training to parents, community agencies, district personnel and others.
- Provides leadership to educationally-related behavioral health staff in identifying student needs and in the implementation of appropriate behavioral health interventions; provides ongoing technical expertise, information, and assistance to program staff.
- Reviews documentation and conduct annual file audits to ensure that evidence-based theories, techniques, and legal and ethical requirements of the Board of Behavioral Sciences are followed.
- Trains, supervises, and evaluates staff assigned to the programs; interview and select employees.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Principles, techniques, and trends in counseling, psychotherapy and various treatment modalities
- Biological, behavioral and environmental aspects of emotional disturbances, mental disability, or substance abuse
- Physical, intellectual, social, and emotional growth patterns of students
- The scope and activities of public and private health and welfare agencies and other available community resources
- Principles and techniques of mental health consultation, education and prevention within the community
- Computer usage and related software applications
- Principles and practices of supervision
- English usage, grammar, punctuation, and spelling

Skills and Abilities to:

- Plan and manage projects, requiring flexibility and prioritization to meet deadlines
- Prepare and maintain accurate records
- Establish and maintain effective working relationships, including collaborating with a team
- Work with interruptions and possible crisis situations
- Communicate effectively and concisely, both orally and in writing
- Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems
- Work confidentially and with discretion
- Analyze situations accurately and adopt an effective course of action

RESPONSIBILITY:

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives. There is continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

Master's degree from an accredited university and/ or college with major coursework in clinical social work, psychology, and counseling or closely related field required. **Must be licensed and in good standing with the Board of Behavioral Sciences.**

EXPERIENCE REQUIRED:

One year experience in supervision and provision of mental health services, social services, case management and counseling with children.

LICENSE(S) REQUIRED:

- Licensed as a Clinical Social Worker (LCSW) or a Marriage and Family Therapist (MFT)
- Valid, current California Driver's License to drive to various work locations, including making home visits

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- This job is performed in an indoor office environment
- Significant amount of time sitting, with some walking and standing
- Occasional lifting, carrying, pushing, and/or pulling objects such files and boxes
- Manual dexterity to operate a keyboard, handle paperwork, and use other office equipment
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the revised classified job description for Director of Health and Wellness

Agenda Placement:

Action

Background:

District Administration has presented the Personnel Commission with revised duties for the job description of Director of Health and Wellness. The Director of Health and Wellness was established in place of the former Supervisor-Behavioral Health. However, since the Supervisor class is now returning to oversee the growing number of Behavioral Health Clinician (BHC) there is need to review both job descriptions to ensure there is a clear distinction between the levels, as well as responsibilities.

The proposed revisions are highlighted in red throughout the job description with strike out language in the purpose statement, essential functions, knowledge, skills, and abilities. There is an added section titled work environment/physical demands. These changes bring the job description up to date and it is now updated in the new job description format.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

Recommendation:

It is recommended that the Personnel Commission approve the revised job description for the Director of Health and Wellness.



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

REVISED
CURRENT TITLE: DIRECTOR OF HEALTH & WELLNESS

DEPARTMENT/SITE: Health & Wellness
Department

SALARY SCHEDULE: Classified Management

SALARY RANGE: 30 per 2020/2021 Schedule

WORK YEAR: 12 Months (261 Days)

REPORTS TO: Executive Director of Student and
Family Support Services

FLSA: Exempt

PURPOSE STATEMENT:

Under the general direction of the Executive Director of Student and Family Support Services, the Director of Health and Wellness staff, including Health Services Coordinator, Behavioral Health Clinicians, Behavioral Analysts, and substance use programs that are engaged in providing behavioral health services to students plans, organizes, coordinates and directs the activities and operations of the department, which consists of behavioral, emotional, and physical health programs. Behavioral Health Supervisor, Behavioral Analysts Supervisor, and the Health Services Coordinator. This includes, but is not limited to clinical supervision, maintaining confidential records, caseload management, crisis intervention, individual, group and family counseling and compliance with program policies and procedures. Provide training oversight for district behavior health services and behavioral mental staff; oversee district-wide roll-outs, trainings and implementation of physical health, of behavior and social emotional related topics such as de-escalation, and trauma-informed practices. The incumbent in this classification provides the school community with behavioral, emotional, and physical health support which directly supports student learning and achievement.

This job reports to the Executive Director of Student and Family Support Services.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Conducts and/or attends various public meetings to represent the interest of MUSD and the department; builds and maintains positive working relationships with state departments, local community-based organizations, County agencies and the public using principles of good customer service.
- Coordinates and collaborates with social service agencies and community-based organizations to connect students to services.
- Direct the preparation, analysis, processing and distribution of departmental correspondence, forms and documents and maintenance of a variety of narrative and statistical reports, records

and files related to personnel and assigned activities.

- Directs all operations of the department in a manner that maximizes revenue, minimizes costs and eliminates duplication of services, assuring a high level of integration within the District; receives and responds to staff and public input concerning related needs.
- Employs principles and practices of leadership; recommends the appointment of personnel; provides or coordinates staff training; conducts performance evaluations; develops and implements performance improvement plans as requested; maintains high standards necessary for the efficient and professional operation of the Department.
- Plans, organizes, coordinates, and directs activities and operations of the Department; confers with the Executive Director regarding the development and implementation of long and short-term goals, objectives, policies and priorities, as well as policies and operating processes; reviews, evaluates and recommends changes in policies, programs and operations; mentors and coaches subordinates to implement the direction of the District; identifies emerging issues; assesses alternative strategies and action plans, and solves complex operational issues and other problems.
- Prepares the department budget; assists in budget implementation; participates in the forecast of additional funds needed for staffing, equipment, materials and supplies; administers the approved budget.
- Support the coordination of staff development activities, including but not limited to behavioral health staff, administration, and classroom staff to identify areas of improvement and to develop procedures for enhancements in support of professional learning; provide training to parents and community agencies.
- Assures the quality of clinical services is maintained through individual and group supervision.
- Provides training oversight and guidance/direction for district health services programs; substance use support staff; clinicians, behavioral analysts and technicians.
- Directs the preparation, analysis, processing and distribution of departmental correspondence, forms and documents and maintenance of a variety of narrative and statistical reports, records and files related to personnel and assigned activities.
- Manages, develops, coordinates, and assesses physical and behavioral health services; participates in the development and implementation of goals, objectives, policies and priorities for the Health and Wellness Services Department; may oversee the implementation of assigned programs; recommend within department policy, appropriate services and staffing levels; recommend and administer policies and procedures and develop strategies to resolve complex operational issues.
- Monitors and evaluates operations of assigned program and functions for effectiveness and operational efficiency; receive and respond to staff and public input concerning related needs.
- Provides input on planning, organizing and implementing long and short term objectives and related activities designed to develop assigned programs and services.
- Ensures clinical records are accurate, current and meet program compliance.
- Manages caseloads for clinical staff. Assists in the evaluation of evidence-based interventions and therapeutic treatment modalities.
- Provides back up clinical care to students when assigned staff are unavailable.
- Provides in-service training to parents, community agencies, district personnel and others.
- Plan, organize, and direct health and wellness programs in order to provide a continuum of

health and wellness services in compliance with federal and state regulations.

- ~~Reviews documentation and conduct annual file audits to ensure that evidence-based theories, techniques, and legal and ethical requirements of the Board of Behavioral Sciences are followed.~~
- ~~Provides leadership to educationally-related behavioral health and wellness staff in identifying student needs and in the implementation of appropriate behavioral or physical health interventions.~~
- ~~Participates as a referral team in the review of all information and records that are provided by the school districts and other agencies as part of the referral process for determining the need for behavioral health services.~~
- ~~Directs and provide oversight for behavioral health therapy services.~~
- ~~Coordinates work schedules and locations for Clinicians and other behavioral health staff.~~
- ~~Provides regularly scheduled clinical meetings and professional development to ensure all behavioral health clinicians have ongoing support in the provision of best practices.~~
- ~~Provides ongoing technical expertise, information, and assistance to program staff. Communicates with other administrators, personnel, and outside agencies to coordinate health and wellness services, resolve conflicts/issues, and exchange information.~~
- ~~Trains, supervises, and evaluation of staff assigned to the programs; interviews and selects employees.~~
- ~~Maintains confidentiality of information for the purpose of meeting privacy requirements.~~
- ~~Conducts home visits as needed.~~
- ~~Acts as a community liaison with social service agencies and community networks.~~
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Principles and practices of policy development and implementation
- Principles and practices of organization, administration and personnel management
- Principles of financial administration, including budgeting, reporting, and health care reimbursement and alternative funding sources and strategies
- Principles of leadership, supervision, training and performance evaluation
- Principles and practices of business correspondence and report writing
- Legislative process and current developments related to health and social programs
- Principles, techniques, and trends in counseling, psychotherapy and various treatment modalities
- Biological, behavioral and environmental aspects of emotional disturbances, mental disability, or substance abuse
- Physical, intellectual, social, and emotional growth patterns of students
- The scope and activities of public and private health and welfare agencies and other available community resources
- Principles and techniques of mental health consultation, education and prevention within the community

Skills and Abilities to:

- Successfully develop, control and administer divisional budget and expenditures
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals
- Identify and respond to sensitive community and organizational issues, concerns and needs
- Coordinate and integrate program components in a cohesive and effective service delivery system
- Interpret and apply MUSD policies, procedures, rules and regulations
- Communicate clearly and concisely, both orally and in writing
- Work with various cultural and ethnic groups with humility, respect and effective manner
- Establish and maintain effective working relationships with those contacted in the course of work; gain cooperation through discussion and persuasion
- Oversee the planning, directing and monitoring the administration and operations of a complex division with a wide variety of programs, services and funding sources

~~**ABILITY TO:** Work in an office environment; work in a classroom environment during observation or skill application; perform possible home visits to meet and work with student families and/or support systems; work with interruptions and possible crisis situations. Travel to various sites to work with students and staff; work as part of a multi-disciplinary team to coordinate and maximize treatment impact.~~

RESPONSIBILITY:

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives. There is continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

Master's degree from an accredited university and/ or college with major coursework in clinical social work, psychology, and counseling or closely related field required. Must be licensed with the Board of Behavioral Sciences and in good standing.

EXPERIENCE REQUIRED:

Four years of experience in supervision and provision of mental health services, social services, case management and counseling with children, youth and families.

LICENSE(S) REQUIRED:

Licensed Clinical Social Worker (LCSW) OR Marriage and Family Therapist (MFT)
Valid California Driver License to drive to various district sites and to other agencies

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- This job is performed in an indoor office environment
- Significant amount of time sitting, with some walking and standing
- Occasional lifting, carrying, pushing, and/or pulling objects such files and boxes
- Manual dexterity to operate a keyboard, handle paperwork, and use other office equipment
- hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen

DRAFT



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the new job class descriptions for: Videographer and Communications Copywriter

Agenda Placement:

Action

Background:

District Administration has brought forward the request to establish two new job class descriptions in the Department of Accountability and Communications to perform specialized work in support of its mission and goals. This specialized work falls in two creative areas: visual content and written content with both aspects needed to communicate with highest degree of effectiveness via all print, digital, and broadcast media avenues, information and messaging about the District, its activities, and its successes in student achievement.

The class Videographer brings a high skill level to the District for creating, designing, producing, and implementing the deployment of professional, broadcast-quality video to all phases of the District's messaging efforts. While significant improvements have already taken place through the excellent efforts of existing staff and programs, this specialized, and technically demanding craft becomes a major enhancement to the clarity, power, and positive impact to be gained from all existing and future efforts communicating the progress and successes of the District.

The Communications Copywriter mirrors this heightened professionalism and quality imprimatur in the written communications of the messaging efforts, not only in print media but in the text aspects of digital/internet visual communications even in the designing of messaging to be scripted into audio delivery of the messages.

Surveying externally, two approximate comparisons for Videographer were identified and can serve as a general guide, coupled with internal alignment consideration, to provide a recommendation for salary range allocation of these two classes. The suggested allocation for consideration is Range 40 of the Classified Salary Schedule (\$24.47 - \$32.19 hourly which yields a 31.55% spread on this 7-step range). Other classes also allocated at Range 40 include the Network Specialist, Network Support Specialist, Data Analyst, and Senior Buyer.

No matches were found for the Communications Copywriter, so the suggestion is to allocate this class to the same range as the Videographer: Range 40.

The recommended range places these two new classes between the department's existing Communications Technician at Range 23 and its existing Communications Analyst at Range 50. Some functions and responsibilities of both the proposed new classes (Videographer and Communications



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

Copywriter) are within the Communications Analyst class. However, the Communications Analyst also has other higher level responsibilities for planning and implementing overall messaging program, outreach efforts, and public information point of contact not in the new classes. The mid-range (Step 4) difference of 23.62% between Range 40 and Range 50 appears as a reasonable pay difference to reflect the responsibility level and breadth and scope of work differences between the two levels of job functions and supports internal relationships within the classification plan as well. It would also be appropriate to re-examine the salary range allocation of these two classes during Phase 4 of the larger, system-wide classification and compensation study which will examine the external and internal relationships of all other classes in the Commission's classification plan.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

The Accountability and Communications Department plans to fill these positions with a competitive recruitment process through the Personnel Commission's Office.

Recommendation:

It is recommended that the Personnel Commission approve the proposed new class and attached job class description and the recommended Salary Range allocation as presented in the table below in two separate motions:

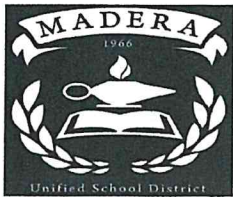
<u>JOB CLASS TITLE</u>	<u>NEW OR REVISED</u>	<u>SALARY RANGE RECOMMENDATION</u>
Videographer (<i>job class description attached</i>)	New	Range 40 of the 2020-2021 Classified Salary Schedule (yearly:\$51,093 - \$67,213; and hourly: \$24.47 - \$32.19) (<i>salary survey data attached</i>)
Communications Copywriter (<i>job class description attached</i>)	New	Range 40 of the 2020-2021 Classified Salary Schedule (yearly:\$51,093 - \$67,213; and hourly: \$24.47 - \$32.19) (<i>based on internal relationship to existing classes</i>)

Attachments:

Job Class Description: Videographer

Job Class Description: Communications Copywriter

Classified Salary Surveys Recommendation



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

PROPOSED NEW CLASS: COMMUNICATIONS COPYWRITER

DEPARTMENT/SITE: Communications and Accountability

SALARY SCHEDULE: Classified _____
SALARY RANGE: TBD
WORK YEAR: 12 Months (261 Days)

REPORTS TO: Executive Director of Accountability and Communications

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Executive Director of Accountability and Communications, the Communications Copywriter produces and communicates strong organizational messaging to all internal and external constituents. Writes clear, error-free, and compelling copy for various media (e.g., newspaper, e-newspaper, newsletter, board meeting synopsis); conducts thorough research and interviews to produce high-quality content that implements the organization's internal and external communication and marketing strategy used to create clarity and consistency, change perceptions and mindsets, and develop a culture of excellence. The incumbents in this classification provide the school community with clear, consistent, and accurate information about the District which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

The Communications Copywriter class focuses primarily on the quality, clarity, accuracy, and consistency of verbal content of print and digital/social media prepared and produced for communications about the District. Incumbents have frequent, direct contact with members of the school community and the general public to gather, research, write, and prepare information to be included in the District's messaging programs and campaigns. Work products have a significant effect on establishing and maintaining positive levels of perception about the District and its programs, activities, and services to the school community.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Crafts, creates, and writes original articles with clear, attractive copy in a distinct voice and based on high-quality research and interviews for publication in the Madera Unified newspaper, newsletters and other print and digital/online communication channels.
- Develops the narrative for strategic planning documents for both the federal and state programs (e.g., the Local Control Accountability Plan) mandated for District compliance.
- Develops, maintains, and implements a formalized communications request process for Madera Unified School Sites and District Office.
- Edits and proofreads copy as needed.
- Interprets copywriting briefs to understand project requirements.
- Markets and communicates the goals and actions within the Local Control Accountability Plan (and other documents) with both internal and external stakeholders across the community
- Monitors the effectiveness of communication activities.

- Observes and analyzes new trends and competitive activities to seek out innovative ways to build out communication channels to stakeholders.
- Receives, coordinates, and responds to public record act request.
- Sources images and other content,
- Supports the development of written content for video scripts, such as the Superintendent's message, as directed.
- Uses SEO (Search Engine Optimization) principles to maximize copy's reach
- Utilizes story brand marketing to implement unique marketing campaigns district wide.
- Works cross-functionally with different departments and teams to ensure alignment of goals and timelines supportive of credible and cohesive communication activities.
- Works with local businesses and community-based organizations to incorporate paid advertisements into the *Newspaper* or other publications.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Online content, strategy, and how to create both
- Principles, practices, and techniques for successful SEO
- Methods and techniques for conducting efficient and effective quality research
- Communications media and their most effective uses, including print, radio, and television
- Utilization of social and broadcast media and other oral and written communication tools and trends in social media
- Correct English usage, grammar, spelling, punctuation, and vocabulary

Skills and Abilities to:

- Edit, proofread, and write high quality, excellent copy
- Apply creativity, flexibility, a positive attitude, and collaborative spirit when working on projects
- Manage time and organize activities and work assignments efficiently and within tight deadlines
- Create and effectively develop, present, and communicates a variety of important information and concepts persuasively and clearly to a diverse audience of the school community and the general public
- Use social media channels effectively to deliver marketing content
- Create targeted content that generates a return on investment
- Operate standard office equipment and including computers and advanced software applications
- Analyze situations and adopt effective courses of action
- Prepare reports and maintaining accurate records
- Address the public tactfully and courteously
- Use correct English, grammar, spelling punctuation, and vocabulary both in speaking and writing at a high level of communication
- Demonstrate initiative in planning and completing work tasks
- Maintain cooperative working relationships with both employees and the public
- Monitor and apply the latest job-related trends and technologies applicable to work assignment
- Communicate in written form utilizing a journalistic and technical writing and oral reporting style
- Gather analyze, evaluate, and interpret information and data
- Read, hear, understand, and make use of abstract and condensed reports
- Keep up to date with current social media trends and measure success of social median campaigns
- Read, understand, explain, and implement technical material from manuals and journals

- Maintain confidentiality of sensitive and privileged information

RESPONSIBILITY:

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

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

A Bachelor's degree in marketing, communications, English, journalism, or related field. Additional qualifying experience may substitute for the degree on the basis of one year of experience for 30 semester/45 quarter units.

EXPERIENCE REQUIRED:

At least three years of full-time experience as a copywriter or similar work that demonstrate possession of the requisite knowledge, skills, and abilities for successful performance of the functions, duties, and tasks of the position. Additional qualifying experience beyond the minimum three years may be substituted for the degree requirement as described in the section above.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive personal vehicle to various sites in the District to report on various events and activities

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is primarily indoors and occasionally requires sitting and/or standing for extended periods
- Occasionally lift and move equipment and other objects weighing up to 35 pounds
- Dexterity of hands and fingers to operate a computer keyboard, cameras, other office equipment, and to maintain paper files and documents
- Use hands and fingers to grasp, hold, and manipulate objects
- Kneeling, bending at the waist, sitting, squatting, crawling, stretching, and reaching overhead, above the shoulders, and horizontally to place equipment and wiring and retrieve and store files and supplies
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen
- Frequent operation of a personal vehicle, and occasional operation of a District vehicle, to travel within and outside the district for meetings, training sessions and assisting staff at school sites
- Exposure to intermittent noise and interruptions typical of a school environment and public events

COMMUNICATIONS COPYWRITER Comparison Survey

DISTRICT (Grades Enrollment)	JOB CLASS TITLE	EDUCATION	EXPERIENCE	LICENSES & OTHER	SR (Salary Range) Step 1 Annual (2080 hrs.)	Max Annual SR (Salary Range) (2080 hrs.)	HOURLY Step1 – Max Step
Madera USD (K-12) 15,841	Communications Copywriter	Bachelor's degree in marketing, communications, English, journalism, or related field. Additional qualifying experience may substitute for the degree on the basis of one year of experience for 24 semester/45 quarter units.	At least three years of full-time experience as a copywriter or similar work that demonstrate possession of the requisite knowledge, skills, and abilities for successful performance of the functions, duties, and tasks of the position. Additional qualifying experience beyond the minimum three years may be substituted for the degree requirement as described in the section above.	•Valid, current California Driver's License to drive personal vehicle to various sites in the District to report on various events and activities.	\$51,093 SR 40 Step 1	\$67,213 SR 40 Step 7	24.47 – 32.19 31.55% spread
¹ Central USD (K-12) 15,841	No match						
¹ Clovis USD (K-12) 43,654	No match						
¹ Fresno USD (K-12) 73,381	No match						
¹ Merced City SD (K-8) 11,079	No Match						
² Merced UHSD (9-12) 19,748	No match						
² Modesto City Schools (K-12) 31,075	No Match						
¹ Stockton USD (K-12) 41,679	No match						
¹ Visalia USD (K-12) 29,375	No Match						
AVERAGES:					N/A	N/A	N/A

COMMUNICATIONS COPYWRITER Comparison Survey

FOOTNOTE DETAILS REGARDING THE COMPARISON AGENCIES IN THE TABLE ABOVE:

¹ Six (06) districts, considered by Madera's classified bargaining unit as the minimum array of districts to be surveyed in Phase 4 of the current classification and compensation review being conducted by EH&A, were surveyed for comparison in connection with salary allocation recommendations to the Commission for the proposed *Videographer*.

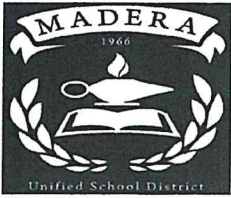
Central USD, Clovis USD, Fresno USD, Merced City SD (elementary), Stockton USD and Visalia USD

² Two (02) additional district have been included in the survey above, **Merced UHSD**, in order to capture both the K-8 AND 9-12 grade level school districts in the Merced area considering that Madera USD is itself a K-12 district, and **Modesto City Schools** (an administration unit that runs the Modesto City Elementary School District and the Modesto City High School District).

NOTES REGARDING SUGGESTED SALARY ALLOCATION FOR THE PROPOSED NEW MADERA USD CLASS COMMUNICATIONS COPYWRITER:

Eight other agencies were surveyed for possible matching jobs. No matches were identified.

The Communications Copywriter is recommended for initial allocation at SR 40. The duties and responsibilities appear to be of a scope and level similar to those of the newly proposed Videographer class. Both classes involve a level of creativity: the Communications Copywriter through the highly effective use of words to evoke a message on a topic consistent with the District's overall messaging strategy; the Videographer through the highly effective use of digital imaging. While a higher level of education is required for the Communications Copywriter as the usual path for acquiring and demonstrating command of language, the videographer requires working with others during video shoots in fluid circumstances, sometimes directing them for best overall effect, and sometimes having only one opportunity to obtain the image (regardless of the possibility of subsequent video editing, there is still only the one original captured image). It would be best practice to revisit the salary allocation of this class during Phase 4 of the larger system-wide classification and compensation study which will examine the external and internal relationships of all other classes in the Commission's classification plan.



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

PROPOSED NEW CLASS: VIDEOGRAPHER

DEPARTMENT/SITE: Accountability &
Communications

SALARY SCHEDULE: Classified
SALARY RANGE: ##
WORK YEAR: 12 Months (261 Days)

REPORTS TO: Executive Director of Account-
ability and Communications

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Executive Director of Accountability and Communication, the Videographer oversees video production services across all campuses; produces and provides promotional, educational, and event-based videos for viewing by audiences internal and external to the District; manages the process for quality and efficiency relating to all assigned video productions. The incumbents in this classification provide clear and positive video and audio images of the school community and its activities which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class promote a positive image of the District, its schools, and programs, which conforms to its mission through the creation of video and audio content and through professional appearance, actions and interaction with project constituents and general public.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Conceives of and develops creative solutions for addressing school initiatives and strategic goals through audiovisual assets.
- Determines content and format of productions.
- Develops and generates ideas for school video projects for the Communications Department.
- Develops material used for shooting videos and conducting field interviews.
- Edits captured snippets of film into a cohesive story
- Edits material for television broadcast, social media, web applications or other display and distribution modes.
- Encodes/compresses video projects for output.
- Ensures conversion of existing video formats for video editing.
- Ensures quality control of and successful implementation of all technical and production aspects of assignments including those requiring special lighting, multiple locations, special audio needs, custom graphics and animation, and video/audio creativity of all aspects of the shoot and post-production.
- Ensures that all equipment is maintained and stored in proper working order.
- Executes shoots on-site/on location including audio, camera operation, talent directions.

- Goes regularly to staff meetings.
- Incorporates/applies computer graphics and other special effects for video post-production in accordance with the overall production concepts as needed to enhance and complete projects.
- Interviews students, staff, faculty, alumni and others as part of a larger creative piece as well as ensuring that valuable sound bites are captured in a variety of formal and informal settings.
- Maintains the District video gallery, and YouTube channel.
- Makes video products available in a variety of formats, observing brand standards and ensuring consistency and relevance to production.
- May schedule guests as needed for video shoots.
- Monitors the technical quality of end product and coordinates internal and external duplication services as required.
- Operates editing equipment and implements a variety of positive and negative feedback from various sources.
- Participates in projects to integrate new video technologies and testing new hardware and software.
- Plans and performs video post-production tasks, including reviewing footage, making editorial decisions, logging, rough cuts, audio adjustment, color correction, combining and adding photographs, motion pictures, motion graphics, animation, audio and music, and final editing using appropriate software such as Adobe Premiere.
- Produces educational, instructional, or event-based videos as requested by the communications team including defining objectives, shooting in studio and remote locations.
- Recommends new video support systems and hardware and software technologies based on analysis of the District's present and projected future needs.
- Scouts shoot locations to assess possible obstacles in filming and provide solutions or alternatives.
- Stays informed about the current state of and future advances in video production technology and distribution methods.
- Supports when directed the maintenance of the district's video production archive.
- Uploads videos to the District's Google Drive Media Library.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Principles, techniques, and equipment involved in electronic media productions and familiarity with videotaping styles, formats, and editing techniques as well as graphic design.
- Computer hardware and software and other devices pertaining to video creation and production such as digital video cameras, microphones, and video editing equipment and software
- Photoshop, Premiere Pro and other Adobe programs at an advanced level of application and use.
- Computerized tape editing applications and procedures
- Professional audio and/or video tape editing and post-production procedures
- Software appropriate to a marketing and communications office including Google Chrome, Microsoft Office
- Modern office equipment and its use and applications
- Must have access to and use of their own transportation

Skills and Abilities to:

- Meet artistic, technical and practical production challenges
- Operate, maintain, troubleshoot, and perform repairs to digital audio and video equipment
- Manage time, equipment, other resources, and schedules efficiently and effectively while working under significant time pressures

- Work effectively with teachers, administrators, students, colleagues, and a wide variety of the public
- Analyze situations and adopt effective courses of action
- Maintain cooperative working relationships with both employees and the public
- Maintain physical and digital records
- Configure, operate and maintain studio and/or field audio, lighting and associated production equipment
- Ability to operate, maintain, troubleshoot, and perform repairs to audio and video equipment.
- Determine which equipment will be best suited to the production project at hand
- Clean and disassemble hardware
- Set up and tear down cameras, audio recorders, lighting, microphones, and props
- Calibrate and maintaining equipment
- Perform small repairs on broken equipment
- Prepare background film or "B" rolls as well as live feed
- Troubleshoot problems with equipment; make minor repairs as needed
- Interview people and create a film clip via editing raw footage
- Insert closed captioning, graphics, or on-screen text into a video
- Adding computer graphics and special effects to enhance appeal and messaging of a video

RESPONSIBILITY:

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

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

A high school diploma or equivalent. An Associate's or Bachelor's degree with emphasis in television production, electronic media or related area is preferred.

EXPERIENCE REQUIRED:

At least one year of responsible experience in the electronic media production field that demonstrates the required knowledge, skills and abilities listed above.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive personal vehicle to various sites in and outside of the District to video and photograph various events and activities.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is primarily indoors, occasionally outdoors, and requires sitting and/or standing for extended periods
- Lift and move equipment and other objects weighing up to 50 pounds
- Dexterity of hands and fingers to operate a computer keyboard, cameras, video equipment, other office

equipment, and to maintain paper files and documents

- Use hands and fingers to grasp, hold, and manipulate objects
- Kneeling, bending at the waist, sitting, squatting, crawling, stretching and reaching overhead, above the shoulders, and horizontally, and climbing ladders to place equipment and wiring and retrieve and store files and supplies
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen
- Frequent operation of a personal vehicle, and occasional operation of a District vehicle, to travel within and outside the district for work assignments, meetings, training sessions and assisting staff at school sites
- Exposure to intermittent noise and interruptions typical of a school environment and public events
- Potential for contact with blood-borne pathogens and communicable diseases

VIDEOGRAPHER **Comparison Survey**

DISTRICT (Grades) Enrollment	JOB CLASS TITLE	EDUCATION	EXPERIENCE	LICENSES & OTHER	SR (Salary Range) Step 1 Annual (2080 hrs.)	Max Annual SR (Salary Range) (2080 hrs.)	HOURLY Step 1 – Max Step
Madera USD (K-12) 15,841	Videographer "...oversees video production services across all campuses; produces and provides promotional, educational, and event-based videos for viewing by audiences internal and external to the District; manages the process for quality and efficiency relating to all assigned video productions. The incumbents in this classification provide clear and positive video and audio images of the school community and its activities which directly supports student learning and achievement."	A high school diploma or equivalent. An Associate's or Bachelor's degree with emphasis in television production, electronic media or related area is preferred.	At least one year of responsible experience in the electronic media production field that demonstrates the required knowledge, skills and abilities listed above.	Valid, current California Driver's License to drive personal vehicle to various sites in and outside of the District to video and photograph various events and activities.	\$51,093 SR 40 Step 1	\$67,213 SR 40 Step 7	24.47 – 32.19 31.55% spread
¹ Central USD (K-12) 15,841	No match						
¹ Clovis USD (K-12) 43,654	Production Specialist ...executes complex graphic design, videography, photography, and production work on district marketing, communication and training projects	Bachelor's Degree in communications, marketing or other related field or equivalent. (Some experience may substitute for higher education.)	Minimum of 2 years of experience in video and audio production, communications and marketing and graphic design with a proven record of success. Experience in education field preferred. Some experience may substitute for higher education. Technical certification may substitute for some experience.	Requires valid CA driver's license	\$59,550 SR-121- Step 4 (9-Step Range; no rates for Steps 1, 2, & 3)	\$72,321 SR-121 Step 12 (9-Step Range; no rates for Steps 1, 2, & 3)	28.63 – 34.77 21.44% spread
¹ Fresno USD (K-12) 73,387	Production Specialist , assist in the design, development, and production of District instructional and promotional television and other media to meet the needs of the District; work with department personnel to produce video presentations and promote	Any combination equivalent to: graduation from high school and specialized training in telecommunications or related field; BA in Mass Communication Broadcast Journalism or Video Production preferred.	Two years of experience producing multi-media instructional materials including development, production, and editing.	Valid California Driver's License	\$50,502 SR G-43 Step 1	\$61,734 Step 5	24.28 - 29.68 22.24% spread

Page 2 of 3

DISTRICT (Grades) Enrollment	JOB CLASS TITLE	EDUCATION	EXPERIENCE	LICENSES & OTHER	SR (Salary Range) Step 1 Annual (2080 hrs.)	Max Annual SR (Salary Range) (2080 hrs.)	HOURLY Step1 – Max Step
	District programs; train District staff in the use of technical media equipment to provide high quality education to students						
¹ Merced City SD (K-8) 11,079	No Match						
² Merced UHSD (9-12) 19,748	No match						
² Modesto City Schools (K-12) 31,075	No Match						
¹ Stockton USD (K-12) 41,679	No match						
¹ Visalia USD (K-12) 29,375	No Match						
				AVERAGES:	\$55,026	\$67,027	26.46 – 32.23 21.80% spread

VIDEOGRAPHER Comparison Survey

FOOTNOTE DETAILS REGARDING THE COMPARISON AGENCIES IN THE TABLE ABOVE:

¹ Six (06) districts, considered by Madera's classified bargaining unit as the minimum array of districts to be surveyed in Phase 4 of the current classification and compensation review being conducted by EH&A, were surveyed for comparison in connection with salary allocation recommendations to the Commission for the proposed *Videographer*.

Central USD, Clovis USD, Fresno USD, Merced City SD (elementary), Stockton USD and Visalia USD

² Two (02) additional district have been included in the survey above, **Merced UHSD**, in order to capture both the K-8 AND 9-12 grade level school districts in the Merced area considering that Madera USD is itself a K-12 district, and **Modesto City Schools** (an administration unit that runs the Modesto City Elementary School District and the Modesto City High School District).

NOTES REGARDING SUGGESTED SALARY ALLOCATION FOR THE PROPOSED NEW MADERA USD CLASS VIDEOGRAPHER:

Eight other agencies were surveyed for possible matching jobs. Two somewhat similar matches were identified: Production Specialist at **Clovis USD** and Production Specialist (same title) at **Fresno USD**.

Matches in two districts out of eight is not considered to be a strong external market indicator.

Initial allocation to Madera's Range 40 on its Classified Schedule slightly less than the average of the two matches at the first step, and slightly higher than the average of two matches at the top step. SR 40 also places the class between two other related jobs in the department's communication program: Communications Technician SR 24 and Communications Analyst SR-50. At SR-40, the Videographer will be 23.6% less than the Communications Analyst. SR-40 is the same range on which several other classes have been allocated: Network Specialist, Network Support Specialist, Data Analyst, Senior Buyer, and a few other classes. Allocation to SR 40 for the Videographer should be re-examined during Phase 4 of the larger system-wide classification and compensation study which will examine the external and internal relationships of all other classes in the Commission's classification plan.



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the new job class description for Communications Technician-Bilingual Spanish and Classified Salary Placement Recommendation

Agenda Placement:

Action

Background:

District Administration has brought forward the request to create a new job description with the title of Communications Technician-Bilingual Spanish. This position is under the general supervision of the Executive Director of Accountability and Communications, this position will support the development of District-level communication, promotional and marketing information and materials in Spanish and interpret complex written translation work of various documents and activities into Spanish or English which will be used to market school and District programs and activities. This includes, but is not limited to, the day-to-day operations of district and school websites, social media, video, and graphic creation. Interpret for all meetings assigned to the Communications and Accountability department such as, but not limited to, committee and community meetings. This class assists in establishing, in Spanish, clear and positive information about the District and its school sites and activities which directly supports student learning and achievement

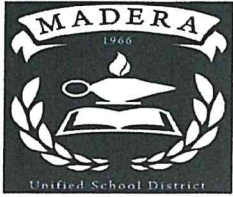
There is sufficient similarity between the proposed new class and the existing Spanish Translator/Interpreter class as to warrant allocation at the same salary range, SR-27 of the classified bargaining unit schedule. No salary survey has been conducted in view of the relevant internal relationship between the proposed class and an existing classification.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

Recommendation:

It is recommended that the Personnel Commission approve the following new class and its recommended Salary Range allocation as presented in the table below:

JOB CLASS TITLE	NEW OR REVISED	SALARY RANGE RECOMMENDATION
Communications Technician-Bilingual Spanish	New	Range 27 of the 2020-2021 Classified Salary Schedule (yearly:\$40,319 - \$52,993; and hourly: \$19.31 - \$25.38) (based on internal relationship to existing class)



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

PROPOSED NEW CLASS: COMMUNICATIONS TECHNICIAN – BILINGUAL SPANISH

DEPARTMENT/SITE: Accountability and
Communications

SALARY SCHEDULE: Classified _____

SALARY RANGE: TBD

WORK YEAR: 12 Months (261 Days)

REPORTS TO: Executive Director of Account-
ability and Communications

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general supervision of the Executive Director of Accountability and Communications, the Communications Technician – Bilingual Spanish will support the development of District-level communication, promotional and marketing information and materials in Spanish and interpret complex written translation work of various documents and activities into Spanish or English which will be used to market school and District programs and activities. This includes, but is not limited to, the day-to-day operations of district and school websites, social media, video, and graphic creation. Interpret for all meetings assigned to the Communications and Accountability department such as, but not limited to, committee and community meetings. This class assists in establishing, in Spanish, clear and positive information about the District and its school sites and activities which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class work from the District Office to support and enhance District and school-site web and social media presence and communications outreach efforts to more effectively link and serve the community of students, parents, and the public whose primary language is Spanish.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Creates written content and designs graphics with the purpose of keeping the community informed in an easy-to-understand manner, which includes content creation, design and layout of various publications and marketing material (Digital and Print) with a primary focus on creating and developing communications for Spanish speaking families.
- Creates written content and designs graphics with the purpose of keeping the Spanish language community informed in an easy to understand manner. Which includes content creation, design, and layout of various publications and marketing material (Digital or Print) in Spanish language, or marketing programs and activities specific to the Spanish community. This includes but is not limited to Dual Language Immersion (DLI) and English Learner (EL) programs.
- Manages the day-to-day operations of the school websites as well as ongoing maintenance and updates with a primary focus on ensuring website communications meet the needs of Spanish speaking families and supports the District's website with Spanish language content.
- May assist with the school and/or District's adopted communication platform, supporting the development of weekly school newsletters and other critical communications with a focus on serving Spanish speaking

families.

- Performs clerical duties such as typing, preparing and maintaining records and files utilizing a variety of office equipment including a computer, copier, and phone.
- Prepares written translation from English to Spanish for a variety of documents (e.g. formal letters, general information, newsletters, newspaper articles, crisis communication, forms, brochures, correspondence, legal documents).
- Recreate and format documents utilizing a variety of word processing tools such as text boxes, headings, etc.
- Research legal terminology as needed for written translation in reference to Educational, Medical, and Psychological topics.
- Reviews and edits translated material for accuracy, context, readability, and style for the purpose of ensuring accuracy of information and complying with established guidelines.
- Translates and verbally interprets, for a variety of formalized meetings. This includes but is not limited to the Parent Advisory Committee (PAC) and the Local Control and Accountability Plan (LCAP) meetings held on evenings and weekends requiring flexibility in work schedule and/or overtime work.
- Uses a variety of online software in order to translate content into Spanish directly in the software used to create it. This includes but is not limited to web-based and graphic design platforms such as Adobe Suite, Google Suite, Canvas, Lucidchart, etc.
- Works closely with the Principal, Vice Principal, Administrative Assistant, and other staff to support school communication activities with a focus on serving Spanish speaking families.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Communications media and their most effective uses, including print, radio, and television.
- Appropriate media contacts regarding given issues and circumstances
- Social media platforms and communication styles
- Utilization of social media
- Oral and written communication skills
- District organization, operations, practices, objectives, and goals
- Strong proficiency in Microsoft Office, Adobe Photoshop Professional, iMovie, and other Software Applications
- The application and utilization of infographics in the development of marketing materials
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- ADA website compliance WCAG2.0 standards
- Basic math, including calculations using fractions, percentages, and/or ratios
- Oral presentation principles and practices
- Extensive vocabulary and correct usage, grammar, syntax, spelling and punctuation of English and Spanish
- Correct oral and written usage of English and Spanish
- Simultaneous and consecutive interpretation techniques
- Operation of standard office equipment
- Computer usage and assigned software
- Current office practices, equipment and procedures
- Cultural differences
- Customer service principles and practices

Skills and Abilities to:

- Handle basic web programming, including knowledge of HTML and CSS.
- Design and maintain assigned school websites using District-standard software Word Press
- Meet strict deadlines and commitments
- Adapt and pick up new skills quickly
- Establish and maintain positive and effective interpersonal and communication skills
- Recognize and value the importance of customer service
- Be thorough and precise in accomplishing assigned work and have excellent follow-up
- Performing a variety of tasks applying an eclectic blend of talents and skills
- Motivate and organizing others
- Maintain strong attention to detail and be highly organized
- Apply technology proficiently to the successful completion of all assignments
- Establish and maintain an effective and savvy presence in a variety of social media platforms
- Model responsible social media protocols and correct grammar in all final work products
- Design appealing and effective graphic presentations and layouts on Web and social media pages and in print media using assigned District-standard software (e.g., Adobe Suite programs such as Photoshop, Illustrator, and Premiere Pro)
- Apply correct English grammar, spelling, punctuation, and effective style to produce good quality text material
- Apply and incorporate video journalism and photography concepts and practices to work products
- Communicate effectively and courteously with contacts within and outside the District.
- Implementation of ADA website compliance WCAG2.0 standards and maintenance of the school websites to that level.
- Prepare and maintain accurate records
- Schedule a number of activities, meetings, and/or events
- Work with a diversity of individuals and/or groups in a wide variety of circumstances
- Operate a variety of office equipment including a computer and assigned software;
- Communicate effectively both orally and writing
- Establish and maintain cooperative and effective working relationships with others
- Type and input data at an acceptable rate of speed
- Understand and follow oral and written instructions
- Meet schedules and timelines
- Maintain records and files
- Maintain confidentiality of sensitive and privileged information
- Provide quality customer service

RESPONSIBILITY:

Responsibilities include working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the Organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

Associate of Arts (A.A.) / Associate of Science is required, with a preference for significant coursework in communication, graphic design, marketing, video production, journalism, or a related field. A Bachelors' degree is preferred.

OR

An equivalent combination of education, work experience, and certifications that demonstrates possession of the

requisite knowledge, skills, and abilities of the position may be substituted.

EXPERIENCE REQUIRED:

One year of work experience in communications or related field (i.e. graphic design, marketing, video production, journalism, etc.). Some work experience in a public setting is desirable. In addition, two years of experience translating written documents from English to Spanish and providing simultaneous oral interpretation services.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive personal or district vehicle to travel within and outside the District for meetings, training sessions, and assisting staff at school sites.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is primarily indoors and requires sitting for extended periods of time with some walking and standing
- Lift objects such as boxes containing documents weighing up to 35 pounds
- Bending at the waist, kneeling or crouching to file materials or access equipment, carrying, pushing and/or pulling
- Dexterity of hands and fingers to operate a computer keyboard, video and photography cameras, and maintain paper files and documents
- Use hands and fingers to grasp, hold and manipulate objects
- Kneeling, bending at the waist, sitting, squatting, stretching and reaching overhead, above the shoulders and horizontally to retrieve and store equipment, files and supplies
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen
- Occasional operation of a personal vehicle to travel within and outside the district for meetings, training sessions and assisting staff at school sites
- Exposure to intermittent noise and interruptions typical of a school environment and public events
- Potential for contact with blood-borne pathogens and communicable diseases



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

**REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: June 28, 2021

Agenda Item:

Discuss and approve the new classified job description for Migrant Student and Family Support Specialist and Classified Salary Recommendation

Agenda Placement:

Action

Background:

District Administration has brought forward the request to establish an additional class to support the Migrant Education Program. In order to staff the District's Migrant Education program to more efficiently respond to the shifts in focus and expectations of the State's program and take advantage of the upcoming year's funding stream, this new class has been proposed.

The proposed new class, Migrant Student & Family Support Specialist is similar to the existing class Migrant Student Advocate (7th – 12th Grades). The new class will focus not only on the students targeted by the program but will further assist these students by a stronger program reaching out to the parents of these students whose role in student success is being more and more recognized through the design and emphasis of the Migrant Education program. Additionally, the grade level focus will expand to K-12 rather than just 7-12 to strengthen the long-term investment in the educational achievement of this student population.

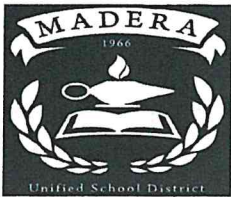
There is sufficient similarity between the proposed new class and the existing Migrant Student Advocate class as to warrant allocation at the same salary range, SR-34 of the classified bargaining unit schedule. No salary survey has been conducted in view of the relevant internal relationship between the proposed class and an existing classification.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees.

Recommendation:

It is recommended that the Personnel Commission approve the proposed new class and attached job class description and the recommended Salary Range allocation as presented in the table below:

<u>JOB CLASS TITLE</u>	<u>NEW OR REVISED</u>	<u>SALARY RANGE RECOMMENDATION</u>
Migrant Student & Family Support Specialist <i>(job class description attached)</i>	New	Range 34 of the 2020-2021 Classified Salary Schedule (yearly: \$45,727 - \$60,093; and hourly: \$21.90 - \$28.78) <i>(based on internal relationship to existing classes)</i>



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. ##-####/##
DOCUMENT NO. ##-####/##
DATED Mo/Da/Year

PROPOSED NEW CLASS: MIGRANT STUDENT & FAMILY SUPPORT SPECIALIST

DEPARTMENT/SITE: Student and Family
Support Services

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 34

WORK YEAR: 12 Months (261 Days)

REPORTS TO: Migrant Education Coordinator

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general supervision of the Migrant Education Coordinator, the Migrant Student & Family Support Specialist serves as a direct resource for migrant students and migrant parents of the Madera Unified School District to achieve and maintain standards of excellence in curricular areas so that each student receives the greatest supplemental academic and personal benefit from their learning experience. Incumbents of this class focus on improving student outcomes by providing age-appropriate personal support that enables students, parents, and staff to make sound decisions about academic, educational, college, vocational, and personal problems, opportunities, needs, and conflicts. The incumbents in this classification provide the school community with supplemental resources targeted to the specific needs of an identified population which in turn directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in the class of Migrant Student & Family Support Specialist assist in building students' capacities to successfully perform at grade level and build parents' capacity in participating in ongoing education workshops and services to support their children's education at Madera USD within the scope of the State's Parent Involvement Plan under the Migrant Education Program for the delivery of state services. Incumbents must possess sufficient proficiency in the primary language of the population served (Spanish) to successfully provide program services.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Advises and assists students, either individually or in small groups, on use of career exploration resources such as computerized career exploration applications, information, planning, and assessment systems.
- Advises and orients students on requirements for high school graduation and academic requirements for application to college and university-level education systems, including orienting students to computer aided support with course research, evaluation of transfer requirements, and trade school or college and career placement.
- Assists in direct services to migrant students for site based advising on secondary requirements for graduation and academic requirements for the university.
- Assists students with research of potential occupations including but not limited to identifying the training and schooling requirements, special skills, and abilities, long term career growth opportunities, and aptitudes most positively contributing to success.
- Attends meetings and professional development as required.
- Chaperon educational field trips provided by the Migrant Education Program (MEP).

- Collaborates with middle school/secondary counseling and teaching personnel to ensure that enrollment of migrant students in academic courses in preparation for meeting the requirements for admittance into the university/state university systems.
- Confers with classroom teachers on the needs, assignment, and progress of migrant students on a regular basis.
- Creates and directs services through supplemental instruction to students regarding cultural awareness and self-pride
- Makes home visits as needed.
- May arrange for and provide transportation for parents and students on an as-needed basis to meet objectives of the program.
- May work flexible schedules including evening and weekends to contact parents and students and/or to participate in community resource events.
- Monitors and support credit recovery services to high school students.
- Prepares reports containing narrative and statistical information about student access, participation, and success for internal program assessment and to comply with state mandates.
- Provide direct services of social emotional development strategies to students and parents.
- Provide direct services to increase student engagement by incorporating activities into services that build migratory students' self-pride.
- Provide direct services to students with a focus in cultural awareness.
- Provides advisory assistance and referral services relating to applications for admission, scholarships, and financial aid for students who are preparing to transfer to colleges or technical/trade schools.
- Provides direct assistance during the Migrant Parent Advisory Council (MPAC).
- Provides direct services in individual mentoring for students identified as at risk or performing below grade level by facilitating supplemental services in academic advising, college and career services, English Language Arts and Mathematics services.
- Provides direct services to elementary/junior high/secondary migrant students and District counseling and teaching personnel to ensure that migrant students are enrolled and completing relevant college entrance requirements (often referred to by the California Department of Education as the A-G college entrance requirements).
- Provides direct services to students through case management services to migratory students at risk of not graduating high school.
- Provides direct supplemental instruction in English Language Arts and Mathematics to K-12 students.
- Provides individual and small group tutoring to K-12 migrant students as prescribed by the State Service Delivery Plan (SSDP) of Migrant Education Program. (MEP).
- Provides individual and small group tutoring to migrant students in K-12 as prescribed by classroom teachers to enable migrant students to succeed in academic core curriculum.
- Provides parent training on the impact of parent involvement on student achievement, resources and/or parent orientation on the services offered by the Migrant Education Program (MEP).
- Provides workshops to increase awareness of readiness skills including the importance of, and strategies for, developing primary language skills
- Reviews periodically students' transcripts, grades, current academic status in enrolled courses and attendance; coordinates with students, teachers, and counselors to target assistance to deficient areas for mastery of the basic skills necessary to pass the competency and proficiency examinations.
- Sets up and implements activities for students such as, but not limited to, college campus visits, tours of business and industry environments, and career fairs as well as outreach to employers for purpose of job shadowing and internships.
- Supports and provides services within Family Engagement workshops per the guidelines of the State Service Delivering Plan (SSDP) of the Migrant Education Program (MEP).
- Supports the implementation of Federal, State, Regional and District Guidelines for the Migrant Education Program (MEP).

- Works with school counselors and their resources so students can conduct career assessments. Refers students to counselors, assessment and orientation sessions, and other support services.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Effective counseling techniques
- School and district procedures and policies related to students' learning, behavior, and welfare
- Laws pertaining to minors
- Vocational and college requirements
- District and school curriculum
- Standardize testing procedures and interpretation
- Master schedule development and maintenance
- Graduation requirements, career paths and preparation
- Career education programs, entry-to-journey-level occupations, assessment and self-discovery inventories, and higher education application process, scholarships, and matriculation

Skills and Abilities to:

- Counsel students, parents, and staff
- Maintain records as required
- Remain calm while resolving conflicts with diverse participants under stress
- Provide fair, equitable treatment of all students, parents, and staff
- Contribute to the successful fulfillment of the District's Mission and Vision
- Work cooperatively with others
- Conduct responsibilities of the position based on information and instructions provided in English, Spanish, and other indigenous language as needed
- Utilize conflict resolution methodology
- Learn and appropriately apply district policies and procedures and other regulations related to the position.
- Maintain appropriate confidentiality about students, school, staff, and district activities
- Manage time and other resources to meet the needs of all assigned students
- Learn and apply current technology to assigned duties
- Read, write, and speak Spanish/English bilingually

RESPONSIBILITY:

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above)

EDUCATION REQUIRED:

Bachelor's degree with a major in child development, teaching, psychology, counseling, social services, behavioral science, or any other related field from an accredited college or university.

OR

An equivalent combination of education, work experience, and certifications that demonstrate possession of the requisite knowledge, skills, and abilities listed above to successfully perform the functions and duties of the position may be substituted.

EXPERIENCE REQUIRED:

One year of work experience working with students in any of the following capacities: teaching, counseling, tutoring, and/or educational-related professional internship.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to travel within the District to provide program services and meet with families as needed.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score including a test for sufficient proficiency in the primary language (Spanish) spoken by the population served
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is primarily indoors and requires sitting for extended periods
- Sitting or standing for extended periods of time for program activities
- Lift objects such as boxes containing documents weighing up to 35 pounds
- Bending at the waist, kneeling, or crouching to file materials or access equipment, carrying, pushing and/or pulling
- Dexterity of hands and fingers to operate a computer keyboard and maintain paper files and documents
- Hearing and speaking to exchange information
- Visual acuity to see/read documents and computer screen