

MADERA UNIFIED SCHOOL DISTRICT
Personnel Commission
1902 Howard Road, Madera, CA 93637

AGENDA
Regular Meeting
Thursday, January 19, 2023

4:30 PM Public Meeting

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:

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 Wednesday, December 14, 2022, Regular Meeting

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

1. Child Nutrition Assistant I – Open/Competitive
2. Director of Health and Wellness – Open/Competitive
3. Grounds Person I – Open/Promotional
4. Information Systems Technician – Open/Competitive

5. New Business

A. Discuss and approve Initial Salary Placement for the position of Bus Driver

B. Discuss and approve the revised job classification for Paraprofessional – Autism

- C. Discuss and approve the revised job classification for Paraprofessional – Physically Impaired
- D. Discuss and approve the revised job classification for Paraprofessional – Special Needs
- E. Discuss and approve the revised job classification for Paraprofessional – Special Needs - Preschool
- F. Discuss and approve the revised job classification for Buyer
- G. Discuss and approve the revised job classification for Senior Buyer
- H. Discuss and approve the new job classification and salary survey recommendation for Professional Learning Trainer
- I. Discuss and approve the proposed new job class description and recommended salary recommendation for Supervisor - Safety and Security

6. Information and Reports

- A. Update on AB438 Classified Layoff Process
- B. Director's Report
- C. Commissioner's Report

7. Next Regular Personnel Commission Meeting

Thursday, February 15, 2023 at 4:30 pm
Madera Unified School District Office – Board Room
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: January 19, 2023

Agenda Item:

Consideration and approval of the Minutes from December 14, 2022 Regular Meeting

Agenda Placement:

Consent

Background:

Approval of Minutes from the Regular Meeting of December 14, 2022.

Recommendation:

It is recommended that the Personnel Commission approve the Minutes from December 14, 2022.

Attachments: December 14, 2022 Regular Meeting Minutes

Minutes Record of MUSD Personnel Commission
Regular Meeting held on Wednesday, December 14, 2022 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 Wednesday, December 14, 2022 at 4:30 p.m.

Roll Call

Philip Janzen, Personnel Commission Chair
David Hernandez, Personnel Commissioner Vice-Chair
Fran Wheat, Personnel Commissioner

Isabel Barreras, Director Classified Human Resources
Mary Siegl, Personnel Specialist Lead
Alejandra Venegas-Chaves, Personnel Specialist

Lucy Osuna, Executive Administrative Assistant to the Assistant Superintendent of Human Resources
Vicky Zamora, CSEA Vice President

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

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

2. Appointment and Swearing in of District Board Appointee- Phil Janzen

- Director Barreras administered the Oath of Office to Commissioner Phil Janzen, who will now serve a new 3-year term.

3. Consideration of MUSD Personnel Commission Organization:

- As stated in Personnel Commission Rule 2.1.5, At its first regularly scheduled meeting in December of each year, the Commission shall establish a rotation for members to serve as Chairperson and Vice-Chairperson for a period of one (1) year or until such time as their successors are duly elected. The rotation for Chairperson shall be a Commissioner whose term is set to expire the following year. The Vice-Chairperson should be the Commissioner whose term will expire one year after that of the Chairperson.
- It was moved by Commissioner Wheat and seconded by Commissioner Hernandez to approve the rotation of officers, with Commissioner Hernandez now serving as the Chairperson, Commissioner Wheat now serving as the Vice-Chairperson. MOTION NO. 32 -2022/23.

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

4. Adoption of Agenda

- It was moved by Commissioner Wheat and seconded by Commissioner Hernandez to approve the adoption of the agenda. MOTION NO. 33 -2022/23.
Ayes: Commissioners: Hernandez, Janzen, and Wheat
Noes: None
Absent: None
Abstained: None

5. Communications

- No comments were made.

6. Consent Agenda

- It was moved by Commissioner Janzen and seconded by Commissioner Wheat to approve the Consent Agenda. MOTION NO. 34-2022/23.
Ayes: Commissioners: Hernandez, Janzen, and Wheat
Noes: None
Absent: None
Abstained: None

7. New Business

A. Discuss and approve the revised job classification of Executive Administrative Assistant – Confidential

- Director Barreras presented the District's request to revise the job classification for Executive Administrative Assistant and change the status from the classified bargaining unit to Confidential status. This change would be for the position that reports to the Deputy Superintendent.
- It was moved by Commissioner Hernandez and seconded by Commissioner Wheat to approve the revised job classification of Executive Administrative Assistant- Confidential for the position that reports to the Deputy Superintendent. MOTION NO. 35-2022/23, DOCUMENT NO. 18-2022/23
Ayes: Commissioners: Hernandez, Janzen, and Wheat
Noes: None
Absent: None
Abstained: None

B. Discuss and approve the revised job classification of Executive Administrative Assistant

- Director Barreras presented the District's request to revise the job classification for Executive Administrative Assistant due to the request to revise the Deputy Superintendent's job classification of Executive Administrative Assistant back to confidential status. The job classification has been revised to remove the Deputy Superintendent from the reporting structure language. This position will report to the Assistant Superintendent of Educational Services.
- It was moved by Commissioner Janzen and seconded by Commissioner Wheat to approve the revised Executive Administrative Assistant job classification for the position that report to the Assistant Superintendent of Educational Services. MOTION NO. 36-2022/23, DOCUMENT NO. 19-2022/23

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

C. Discuss and approve the new job classification and salary recommendation for Secretary – Department

- Director Barreras presented the District’s request for new job classification of Secretary - Department and provide a salary recommendation. This position will be under the general direction of the Assigned Supervisor. The Secretary – Department provides clerical support to the assigned department personnel; communicating information to staff and the public; providing completed and accurate records, information and reports as directed and requested.
- The PC conducted an internal comparison of the District’s position of Secretary which is located at each High School. The job classification of Secretary was reviewed and determined to be comparable in terms of scope of responsibility, education, and experience. Therefore, the PC is recommending salary placement at Range 20 of the Regular Classified Salary Schedule.
- It was moved by Commissioner Janzen and seconded by Commissioner Wheat to approve the new job classification Secretary – Department and salary recommendation of classified salary Range 20. MOTION NO. 37-2022/23, DOCUMENT NO. 20-2022/23

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

D. Consideration and Adoption of the 2023 Personnel Commission Regular Meeting Calendar

- Director Barreras presented the proposed Personnel Commission Meeting Calendar for 2023 and indicated the next meeting would be held in person at the District Office
- Lucy Osuna, indicated that the Board of Trustees would be holding their January meeting on Zoom.
- Director Barreras indicated she would check with legal counsel regarding having the next meeting on Zoom or in person. A decision will be communicated prior to the next meeting.
- It was moved by Commissioner Janzen and seconded by Commissioner Wheat to approve the 2023 Personnel Commission Regular Meeting Calendar. MOTION NO. 38-2022/23, DOCUMENT NO. 21-2022/23

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

8. Informational and Reports

A. Director’s Report

- Director Barreras reported that the Personnel Commission office continues to stay busy with filing positions and there have been more applicants applying for the

paraprofessional positions since the work experience was changed from 1 year to 6 months of working with children or adults.

- Director Barreras reported that she will also be working with Madera Adult School to put together a tutorial class that will be offered to prepare applicants to pass the MCSOS Paraprofessional test for certification.
- Director Barreras reported that she will be bringing some new job descriptions and salary recommendations and a few revised job descriptions to the January PC Meeting.
- The Personnel Commission office is planning a job fair with the Madera County Workforce Investment Corporation for February 2, 2023.
- Director Barreras wished everyone a Merry Christmas and a Happy New Year!

C. Commissioner's Report

- No reports were presented.
- Commissioner Wheat wished everyone a very Merry Christmas and Happy New Year.

9. Next Regular Personnel Commission Meeting

- Thursday, January 19, 2023 at 4:30 pm
Madera Unified School District Office
1902 Howard Road
Madera, California 93637

10. Suggested Future Agenda Items

- No suggestions were made.

11. Adjournment

- Commissioner Hernandez adjourned the meeting at 4:56 pm.


Isabel Barreras, Director of Classified HR

Date: January 3, 2023



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

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

Agenda Placement:

Consent

Background:

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. Child Nutrition Assistant I – Open/Competitive
2. Director of Health and Wellness – Open/Competitive
3. Grounds Person I – Open/Promotional
4. Information Systems Technician – Open/Competitive

Recommendation:

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



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

**REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: January 19, 2023

Agenda Item:
Discuss and approve Initial Salary Placement for the position of Bus Driver

Agenda Placement:
Action

Background:
District administration has presented the Personnel Commission with a request for an initial salary placement for a candidate of Bus Driver. The Personnel Commission staff is requesting approval to place the candidate with an initial salary placement at Range 23, Step 4 (\$46,583 yearly) of the classified salary schedule.

The candidate comes to MUSD with over 15 years of bus driving substitute experience with Madera Unified, this experience far exceeds the minimum qualifications as required experience.

This recommended proposed action has been compiled as provided under the authority of California Education Code section 45260-45261 and Personnel Commission Rule 8.2.1.1: for initial salary placement based on additional qualifying experience.

Recommendation:
It is recommended that the Personnel Commission approve the Initial Salary Placement for the candidate of Bus Driver, at Range 23, Step 4 (\$46,583 yearly) of the classified salary schedule.

Attachment: None



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification for Paraprofessional – Autism

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the job classification for Paraprofessional – Autism. The minor revisions are highlighted in blue (for new added language) and highlighted in red (for strike out language); under the sections of Distinguishing Characteristics. These revisions will now bring the job description up to date.

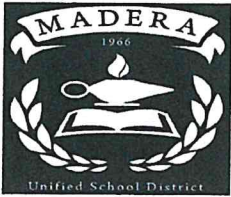
This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties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

Recommendation:

It is recommended that the Personnel Commission approve the proposed revisions to the existing job classification of Paraprofessional – Autism.

Attachments:

Job Classification Description: Paraprofessional – Autism



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO.
DOCUMENT NO.
DATED

PARAPROFESSIONAL - AUTISM

DEPARTMENT/SITE: District School Site

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 24

WORK CALENDAR: 204 Days

REPORTS TO: Site Principal or Designee

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal or Designee, the Paraprofessional-Autism provides instruction to a diverse range of individuals or small groups of students with disabilities (as defined in the Individuals with Disabilities Education Act [IDEA]) in a classroom or in a community, not exclusive to students identified on the Autism spectrum, assists in implementing plans for instruction; monitoring student behavior during non-classroom time; provides information to appropriate school personnel; and attends IEP meetings, as necessary or deemed appropriate. assists in meeting the special behavioral and educational needs of students with Autism. The incumbents in this classification provide the school community with specialized instructional support for students with disabilities which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class provide specialized instruction to individuals or small groups of students with disabilities, ~~specializing with students identified on the Autism spectrum.~~ in an autism self-contained classroom, resource classroom, other self-contained classroom and/or in the general education classroom.

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized classroom areas of instruction, and instruction/support for students with disabilities of physical impairment.

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 performing specialized duties in educating students at a high level, including but not limited to, individualized learning activities, fine or gross motor skills, or communication and vocational skills.
- Assists in the development of positive behavior and educational plans for identified autistic students; assists in implementing lessons and preparing instructional materials to provide high level education for individual students; assists in setting up work areas as needed.
- Assists in the observation of students' curricular performance, records behavioral data, and implements support activities as identified by the supervising teacher; facilitates social skill activities with identified students; assists with fine and/or gross motor skills and communication skills; maintains daily records of student performance to assist students in achieving their personal best.
- Assists students with mobility needs; may accompany student(s) on school bus.

MUSD BOARD APPROVED:
Month da, Year
MOTION NO. ##-###/##
DOCUMENT NO. ##-###/##

- Assists students with personal hygiene including washing hands and faces; toilets students and changes diapers and clothing, as needed; provides lifting assistance as needed.
- Assists trained personnel with designated medical and physical services as mandated and trained to meet the needs of students and sites.
- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Implements positive behavior intervention strategies for students; models identified behavioral techniques including positive behavior interventions and reinforcement strategies as identified by the teacher.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provides written reference, and/or meets mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, hallways, bus loading zones, cafeterias, parking lots) to maintain a safe and positive learning environment.
- Observes and assists in emergency situations involving aggressive or uncontrolled behavior of identified students according to approved behavioral training procedures; provides input as requested following emergency behavioral incidents (Behavioral Emergency Intervention Report); reports progress regarding student performance and behavior to assist students to achieve their personal best.
- Participates in and attends in-service, structured and other specialized trainings, related to but not limited to, strategies for working with behavioral and educational needs of autistic students, behavior management, instructional curriculum and other areas assisting the teacher in providing high quality education to the students.
- Provides academic support, under the direction of the supervising teacher, to a diverse range of individual or small groups of students; monitors evidence-based practices and related activities to assist in implementing, continuing or expanding practices to raise student achievement.
- 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:

- Specific needs, requirements and issues of students with communicative disorders
- Principles of child development, instructional processes
- General purposes and goals of public education
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures and de-escalation techniques

Skills and Abilities to:

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support the educational needs of students
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions

- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students
- Develop and maintain collegial relationships with staff
- Meet schedules and deadlines
- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

RESPONSIBILITY:

Responsibilities include working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be 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:

High School diploma or equivalent.

AA Degree, or completion of 48 college units, or passage of the Paraprofessional Exam.

Minimum of six (6) units in the field of Child Development/ Early Childhood Education if for a Preschool position.

EXPERIENCE REQUIRED:

One (1) year of experience working with autistic children. Behavioral & Educational Intervention training in Autism specific.

LICENSE(S) REQUIRED:

- CPR/First Aid Certificates

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)
 - Pre-employment physical exam B through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students or items up to 50 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling reaching, handling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification for Paraprofessional – Physically Impaired

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the job classification for Paraprofessional – Physically Impaired. The minor revisions are highlighted in blue (for new added language) and highlighted in red (for strike out language); under the sections of Distinguishing Characteristics, and Essential Functions, Duties, and Tasks. These revisions will now bring the job description up to date.

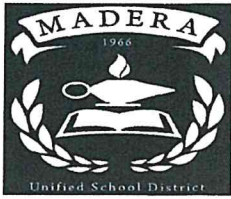
This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties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

Recommendation:

It is recommended that the Personnel Commission approve the proposed revisions to the existing job classification of Paraprofessional – Physically Impaired.

Attachments:

Job Classification Description: Paraprofessional – Physically Impaired



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO.
DOCUMENT NO.
DATED

PARAPROFESSIONAL - PHYSICALLY IMPAIRED

DEPARTMENT/SITE: District School Site

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 24

WORK CALENDAR: 204 Days

REPORTS TO: Site Principal or Designee

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal or Designee, the Paraprofessional - Physically Impaired provides support to the instructional program with specific responsibility for assisting in the supervision and instruction of students with severe physical impairments (as defined in the Individuals with Disabilities Education Act [IDEA]); observes and documents student progress; implements plans for instruction; and assists students by providing for special health care needs. The incumbents in this classification provide the school community with specialized instructional support for students with severe physical impairments, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class provide specialized instruction to individuals in self-contained classroom, resource classroom, general education or small groups of students with disabilities, with specific responsibility for assisting in the responsibilities including, but are not limited to supervision and instruction of students with severe physical impairments.

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized areas of instruction, and instruction/support for students with special needs other than physical impairments.

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.

- Accompanies ~~special-education student(s)~~ students with disabilities from classroom to classroom; escorts student(s) from school bus or vehicle to classroom or from classroom to school bus or vehicle.
- Adapts classroom activities, assignments and/or materials, under the direction of the supervising teacher, to support and reinforce classroom objectives.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g., diapering, tube feeding, colostomy bags, medication) to meet immediate health care needs and/or develop student's daily living activities and behavioral skills.
- Assists ~~special-education~~ students with disabilities with toileting needs (e.g., accompanying children to restrooms, diapering); assists students with specialized health care needs in daily tasks.
- Assists students in a variety of ways (e.g., eating/feeding, hygiene, health and safety issues, transportation, physical education, speech and language) to maximize educational opportunities and student success at school.

- Assists students with mobility issues (e.g., braces, wheelchair, crutches, walking, lifting, repositioning) for the purpose of moving/transporting students within educational settings; may accompany student(s) on school bus.
- Attends meetings and in-service presentations (e.g., first aid, CPR, approved behavioral training, emergency/lockdown procedures) to acquire and/or convey information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provide written reference, and/or meet mandated requirements.
- Monitors student(s) during assigned periods within a variety of school environments (e.g., bus stops, playgrounds, classrooms, field trips, public transportation, assemblies, cafeterias) for the purpose of maintaining a safe and positive learning environment.
- Observes medical conditions and acts on symptoms to maintain student safety; monitors for seizures; communicates with teacher about changes of status.
- Participates in the implementation of IEP plans to meet IEP goals and/or District benchmarks.
- Provides, under the supervision of assigned teacher, instruction to individuals or small groups in a variety of areas (e.g., cognitive, gross and fine motor skills, feeding skills, self-help skills, behavior control) to assist students in meeting learning goals.
- 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:

- Specific needs, requirements and issues of students with physical impairments and severe special needs (e.g., wheelchair use, proper securing with lap belt, transfer from wheelchair to walker, oxygen tank use)
- Principles of child development, instructional processes
- General purposes and goals of public education, Special Education terminology
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures

Skills and Abilities to:

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support the special needs of physically impaired students
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions
- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students
- Develop and maintain collegial relationships with staff
- Meet schedules and deadlines

- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

RESPONSIBILITY:

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

JOB QUALIFICATIONS / REQUIREMENTS:

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

EDUCATION REQUIRED:

High School diploma or equivalent.

AA Degree, or completion of 48 college units, or passage of the Paraprofessional Exam.

~~Minimum of 6 units in the field of Child Development/ Early Childhood Education if for a Preschool position.~~

EXPERIENCE REQUIRED:

One (1) year of experience working with children in a specialized learning environment.

LICENSE(S) REQUIRED:

- CPR/First Aid Certificates

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)
 - Pre-employment physical exam B through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students and items such as boxes of supplies and materials up to 50 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification for Paraprofessional – Special Needs

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the job classification for Paraprofessional – Special Needs. The minor revisions are highlighted in blue (for new added language) and highlighted in red (for strike out language); under the sections of Purpose Statement, Distinguishing Characteristics, and Essential Functions, Duties, and Tasks. These revisions will now bring the job description up to date.

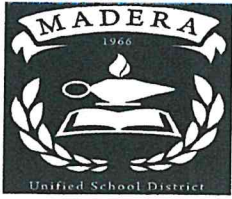
This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties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

Recommendation:

It is recommended that the Personnel Commission approve the proposed revisions to the existing job classification of Paraprofessional – Special Needs.

Attachments:

Job Classification Description: Paraprofessional – Special Needs



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO.
DOCUMENT NO.
DATED

PARAPROFESSIONAL - SPECIAL NEEDS

DEPARTMENT/SITE: District School Site

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 13

WORK CALENDAR: 204 Days

REPORTS TO: Site Principal or Designee

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal or Designee, the Paraprofessional-Special Needs provides support to the instructional program within assigned classroom with specific responsibility for assisting in the supervision, care and instruction of ~~special-needs~~ students with disabilities (as defined in the Individuals with Disabilities Education Act (IDEA) in the ~~regular~~ general classroom, a self-contained classroom, or ~~intervention including classroom~~ reading lab; assists in implementing plans for instruction; monitoring student behavior during non-classroom time; provides information to appropriate school personnel; and attends IEP meetings, as necessary or deemed appropriate. The incumbents in this classification provide the school community with specialized instructional support for students with disabilities, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class provide supervision, care, and instruction to individuals or small groups of ~~special-needs~~ students with disabilities in a ~~regular~~ general classroom, self-contained classroom, or ~~read-lab;~~ ~~intervention classroom including reading lab.~~

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized areas of instruction, and instruction/support for students with disabilities of physical impairment.

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.

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher to support and reinforce classroom objectives; may serve in a reading lab setting utilizing ~~American Reading Company~~ District adopted reading curriculum techniques, requiring specialized training, to support students' reading instruction ~~comprehension~~ needs and provide evidence of progress.
- Administers tests and supports homework and make-up work to support teachers in the classroom.
- Assists students with clothing, possessions, and personal care to facilitate students' adaptation to the school environment.
- Assists students with mobility needs; may accompany student(s) on school bus.
- Assists teacher with students who have qualifying disabilities under the Individuals with Disabilities Act (IDEA) (e.g., behavioral, physical, language, social/emotional, and learning disabilities) to ensure equality of opportunity, full participation, and independent living in the education of students with disabilities.
- Attends meetings and in-service presentations (e.g., first aid, CPR, approved behavioral training,

- emergency/lockdown procedures) to acquire and/or convey information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral plans designed by an IEP team, to present and/or reinforce learning concepts.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provide written reference, and/or meet mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, hallways, bus loading zones, cafeterias, parking lots) to maintain a safe and positive learning environment.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g., academic subjects, social skills, daily living skills) to reinforce instructional objectives, implements IEP plans, and ensures students with disabilities succeed in school activities.
- 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:

- Specific needs, requirements and issues of students with disabilities
- Principles of child development, instructional processes
- General purposes and goals of public education
- Basic K-12 core curriculum subjects
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures and de-escalation techniques

Skills and Abilities to:

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support students with special needs
- Participate in specialized training if assigned to Reading Lab duties
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions
- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students
- Develop and maintain collegial relationships with staff
- Meet schedules and deadlines
- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

RESPONSIBILITY:

Responsibilities include working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be 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:

High School diploma or equivalent.

AA Degree, or completion of 48 college units, or passage of the Paraprofessional Exam.

EXPERIENCE REQUIRED:

One (1) year of experience working with children in a specialized learning environment.

LICENSE(S) REQUIRED:

- CPR/First Aid Certificates

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)
 - Pre-employment physical exam B through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students or items up to 35 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling reaching, handling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification for Paraprofessional – Special Needs - Preschool

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the job classification for Paraprofessional – Special Needs - Preschool. The minor revisions are highlighted in blue (for new added language) and highlighted in red (for strike out language); under the sections of the Purpose Statement and Distinguishing Characteristics. These revisions will now bring the job description up to date.

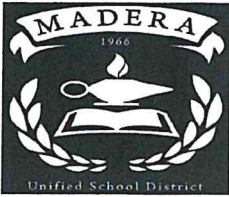
This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties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

Recommendation:

It is recommended that the Personnel Commission approve the proposed revisions to the existing job classification of Paraprofessional – Special Needs - Preschool.

Attachments:

Job Classification Description: Paraprofessional – Special Needs - Preschool



CLASSIFIED Job Classification Description Equal Employment Opportunity	MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION APPROVED MOTION NO. DOCUMENT NO. DATED
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PARAPROFESSIONAL - SPECIAL NEEDS PRESCHOOL

DEPARTMENT/SITE: District Preschool Site	SALARY SCHEDULE: Classified Bargaining Unit SALARY RANGE: 24 WORK CALENDAR: 204 Days
REPORTS TO: Site Principal or Designee	FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal or Designee, the Paraprofessional-Special Needs Preschool provides support to the instructional program within assigned Preschool classroom setting, with specific responsibility for assisting in the supervision, care and instruction of special needs Preschool students with disabilities (as defined in the Individuals with Disabilities Education Act [IDEA]) in the regular classroom or in a self-contained classroom; assists in implementing plans for instruction; monitors student behavior during non-classroom time; provides information to appropriate school personnel; ~~and attends IEP meetings as necessary or deemed appropriate.~~ The incumbents in this classification provide the school community with specialized instructional support for Preschool students with disabilities, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class provide supervision, care, and instruction to individuals or small groups of ~~special-needs~~ students with disabilities in an assigned Preschool classroom.

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized areas of instruction, and instruction/support for students with disabilities of physical impairment.

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.

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher to support and reinforce classroom objectives.
- Assists students with clothing, possessions, and personal care to facilitate students' adaptation to the school environment.
- Assists students with mobility needs; may accompany student(s) on school bus.
- Assists students with personal hygiene, including washing hands and faces; toilets students, assists with potty training, and changes diapers and clothing as needed; provides lifting assistance as needed.
- Assists teacher with students who have qualifying disabilities under the Individuals with Disabilities Act (IDEA) (e.g., behavioral, physical, language, social/emotional, and learning disabilities) to ensure equality of opportunity, full participation, and independent living in the education of students with disabilities.
- Attends meetings and in-service presentations (e.g., first aid, CPR, approved behavioral training, emergency/lockdown procedures) to acquire and/or convey information relative to job functions.

- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral plans designed by an IEP team to present and/or reinforce learning concepts.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provides written reference, and/or meets mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, hallways, bus loading zones, cafeterias, parking lots) to maintain a safe and positive learning environment.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g., academic subjects, social skills, daily living skills) to reinforce instructional objectives, implements IEP plans, and ensures students with disabilities succeed in school activities.
- 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:

- Specific needs, requirements and issues of Preschool students with disabilities
- Principles of child development, instructional processes
- General purposes and goals of public education
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures and de-escalation techniques

Skills and Abilities to:

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support Preschool students with special needs
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions
- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students
- Develop and maintain collegial relationships with staff
- Meet schedules and deadlines
- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

RESPONSIBILITY:

Responsibilities include working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be 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:

High School diploma or equivalent.

AA Degree, or completion of 48 college units, or passage of the Paraprofessional Exam.

Minimum of six (6) units in the field of Child Development/Early Childhood Education.

EXPERIENCE REQUIRED:

Six (6) months of experience in working with children in a specialized learning environment.

LICENSE(S) REQUIRED:

- CPR/First Aid Certificates

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)
 - Pre-employment physical exam B through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students or items up to 35 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling reaching, handling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification description for Buyer

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the Buyer job classification. The minor revision to strike out language is highlighted in red under the section of Essential Functions, Duties and Tasks. This revision will now bring the job description up to date.

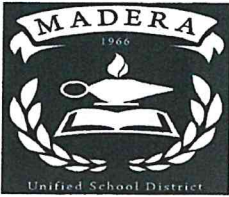
This recommended proposed action has been compiled as provided under the authority of California Education Code section 45276 and the Personnel Commission Rules 3.2.1. through 3.2.5.5 and 3.2.9. Review of positions which state that it is the responsibility of the Personnel Commission to classify duties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

Recommendation:

It is recommended that the Personnel Commission approve the proposed revision to the existing job classification of Buyer.

Attachments:

Job Classification Description: Buyer



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO.
DOCUMENT NO.
DATED

BUYER

DEPARTMENT/SITE: Purchasing

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 35

WORK CALENDAR: 261 Days

REPORTS TO: Director of Purchasing

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Director of Purchasing, the Buyer performs routine procurement duties associated with the purchasing of various materials, supplies, equipment and services for the District' and process purchasing documents and materials and maintaining vendors/source information and inventories. The incumbents in this classification provide the school community with goods and services, obtained at a fair price which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class perform the more routine procurement activities while the Sr. Buyer classification performs more specialized duties and projects related to purchasing.

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.

- Audits sources documents (e.g., incoming requisitions, past purchases, reconciliation, inventories)
- Communicates, and works collaboratively, with vendors and District personnel to exchange information, resolve discrepancies, correct errors, and clarify issues related to purchase orders, invoices, statement, deliveries and payments.
- Compiles data (e.g., fixed assets, inventories) to prepare reports; prepares other periodic and special reports in order to provide necessary information.
- Expedites back orders to provide timely delivery.
- Develops and maintains purchasing documents, files, and records (e.g., logs, annual contracts) relating to requisitions, price savings, vendors, and other purchasing-related issues; to ensure the availability of documentation and compliance with established policies and guidelines.
- Identifies fixed assets for inventory control in accordance with established procedures.
- ~~Maintains appropriate levels of regular store stock items; maintain Public Surplus to post for auction on site.~~
- Manages and assists in maintaining the Purchasing Department website.
- Manages the Purchasing internal budget; purchases supplies and materials to ensure availability of items.
- Obtains quotes, negotiate price, specifications, and conditions of delivery; authorize stock and non-stock purchases to determine best sources of supplies for price savings; establish relationships with vendors obtain the best quality goods and services at the lowest price.

- Participates in monthly staff meetings and other meetings and workshops for on-going professional development.
- Performs general and program specific functions (e.g., distributing purchase orders, scheduling, set up new vendor accounts); provides clerical office support with answering phone calls, conveys information and takes messages.
- Prepares written materials and electronic purchasing information for documentation, reference, and to convey information.
- Provides technical and administrative support to the Director on special projects.
- Responds to inquiries of staff and administration regarding purchasing procedures to provide information, direction, and training to District staff; plan and develop training materials.
- Reviews, process and evaluate a variety of requisitions to assure proper approvals, completeness and compliance with established standards and regulations in a timely manner; obtain necessary information from District personnel to complete documentation.
- 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:

- Purchasing procedures, practices, methods and terminology
- Relevant software, including Word, Excel and purchasing related programs
- Basic math, including fractions, percentages, and statistics
- English usage, grammar, punctuation and spelling

Skills and Abilities to:

- Communicate effectively both orally and in writing
- Prepare and maintain accurate records
- Work with a diversity of individuals and/or groups
- Read and interpret complex contracts
- Problem solve with issues and data
- Perform technical and difficult clerical work with accuracy and speed
- Work with minimal supervision

RESPONSIBILITY:

Responsibilities include: working under direct supervision using standardized procedures; 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 some opportunity to effect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

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

EDUCATION REQUIRED:

High School diploma or equivalent.

EXPERIENCE REQUIRED:

Three (3) years of related experience, preferably in a purchasing or distribution environment that involves monitoring contracts, buying items for recurring use, and inventory control.

LICENSE(S) REQUIRED:

- None required

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 and includes a significant amount of time sitting, with some walking and standing
- Lifting, carrying, pushing, and/or pulling objects such files and boxes of supplies, etc.
- Manual dexterity to operate a keyboard, handle paperwork, and use 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: January 19, 2023

Agenda Item:

Discuss and approve the revised job classification description for Senior Buyer

Agenda Placement:

Action

Background:

District Administration has brought forward the request to revise the job classification of Senior Buyer. The minor revisions are highlighted in blue under the sections of Essential Functions, Duties and Tasks and Knowledge, Skills and Abilities. These revisions will now bring the job description up to date.

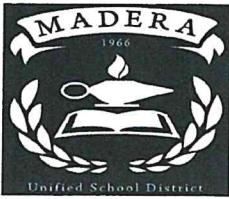
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Recommendation:

It is recommended that the Personnel Commission approve the proposed revisions to the existing job classification description of Senior Buyer.

Attachments:

Job Classification Description: Senior Buyer



CLASSIFIED
Job Class Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO.
DOCUMENT NO.
DATED

SENIOR BUYER

DEPARTMENT/SITE: Purchasing

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 40

WORK CALENDAR: 261 Days

REPORTS TO: Director of Purchasing

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Director of Purchasing, the Senior Buyer performs a full range of specialized and technical duties associated with the purchasing of various material, supplies, equipment and services for the District. Responsible for purchasing procedures, processing Bids/RFP (Request for Proposal), purchasing documents and materials, and maintaining vendor/ source information and inventories. The incumbents in this classification provide the school community with products and services which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

This position performs more specialized duties and projects related to purchasing. This class differs from the Buyer class that is responsible for the more routine procurement activities.

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 the Director of Purchasing with bidding process (e.g., bid preparation, evaluate bids for compliance with laws, codes and regulations, and recommend vendors) for the purpose of securing items and/ or services while maintaining established guidelines; assists Director on special projects.
- Audits sources documents (e.g., incoming requisitions, past purchases, reconciliation, inventories) for the purpose of ensuring completeness and accuracy of purchasing processes.
- Communicates and works collaboratively with vendors and District personnel to exchange information, resolve discrepancies, correct errors, and clarify issues related to purchase orders, invoices, statement, deliveries and payments (e.g., verify all items have been received; contact vendors for updates on missing items; assist with refunds or replacement for damaged items).
- Compiles data (e.g., fixed assets, inventories) for the purpose of preparing reports; prepares other periodic and special reports in order to provide necessary information.
- [Coordinates the pickup, resale, and recycling of obsolete textbooks.](#)
- Develops and maintains purchasing documents, files, and records (e.g., logs, annual contracts) relating to requisitions, price savings, vendors and other purchasing-related issues in order to ensure the availability of documentation and compliance with established policies and guidelines.
- Expedites back orders to provide timely delivery.
- Identifies fixed assets for the purpose of inventory control in accordance with established procedures.
- Maintains current knowledge of changing and new legislation related to assigned activities
- Maintains purchasing documents, files and records for the purpose of ensuring the availability of documentation and compliance with established policies and guidelines.

- Manages and maintains the Purchasing Department website.
- Obtains quotes, negotiate price, specifications, and conditions of delivery; authorize stock and non-stock purchases to determine best sources of supplies for price savings; establishes relationships with vendors for the purpose of obtaining the best quality goods and services of the lowest price.
- Oversees and participates in ordering services, supplies and equipment in accordance with established policies and procedures.
- Participates in monthly staff meetings for the purpose of convening and/or gathering information required to perform job functions; attends trainings and workshops for on-going professional development.
- Performs general and program specific clerical functions (e.g., distributing purchase orders, scheduling, setting up new vendor accounts) for the purpose of supporting the department; provides clerical office support with answering phone calls, conveying information, and taking messages.
- Performs monthly/yearly updates and corrections for MCSOS on financial reports.
- Prepares formal bids and RFPs as assigned.
- Prepares written materials and electronic purchasing information for the purpose of documentation activities, providing reference, conveying information and requirements.
- Responds to inquiries of staff and administration regarding purchasing procedures for the purpose of providing information and direction, including training District staff on proper processes/procedures as needed. ~~plan and develop training materials.~~
- Reviews, processes, and evaluates a variety of requisitions to assure proper approvals, completeness and compliance with established requirements and guidelines in a timely manner.
- Reviews requisitions purchase orders and bids for conformance and compliance with established standards and regulations, obtain necessary information from the District Personnel to complete documentation.
- Trains and provides work direction and guidance to the Buyer as assigned for the purpose of facilitating the purchasing process with established practices.
- Works in collaboration with the Supervisor of District Warehouse to manage/reconcile textbook warehouse inventory.
- Works in coordination with the Supervisor of District Warehouse to maintain appropriate levels of regular store stock items; maintain Public Surplus to post for auction.
- Works with curriculum coordinators to establish procedures and timelines for textbook distribution.
- 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:

- Purchasing procedures, practices, methods and terminology
- Laws, codes, and regulations pertaining to Public Works, bidding laws practices, and RFPs and contract law language and bond requirements
- Relevant software, including Excel and Word, and purchasing related programs
- Basic math including fractions, percentages, and statistics
- English usage, grammar, punctuation, and spelling

Skills and Abilities to:

- Communicate effectively both orally and in writing
- Prepare and maintain accurate records
- Work with a diverse group of individuals and/or groups

- Read and interpret complex contracts
- Problem solve with issues and data
- Perform technical and difficult clerical work with accuracy and speed
- Work with minimal supervision
- Work effectively as part of a team
- Manage time effectively, meeting deadlines

RESPONSIBILITY:

Responsibilities include working under general supervision using standardized procedures; 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 some 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:

High School diploma or equivalent, supplemented by some course work in procurement, business administration or related field.

EXPERIENCE REQUIRED:

Four (4) years of progressive, related experience, preferably in a purchasing or distribution environment that involves monitoring contracts, buying items for recurring use, and inventory.

LICENSE(S) REQUIRED:

- None required

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 indoors in an office environment.
- Significant amount of sitting, as well as walking and standing
- Some lifting, carrying, pushing, and/or pulling of light objects such as files and boxes
- Manual dexterity to operate a computer keyboard, handle paperwork and operate 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: January 19, 2023

Agenda Item:

Discuss and approve the new job classification and salary survey recommendation for Professional Learning Trainer

Agenda Placement:

Action

Background:

District Administration has brought forward the request to create a new job classification of Professional Learning Trainer. This position will be under the general direction of the Assistant Superintendent of Human Resources, the Professional Learning Trainer provides classified professional learning for all classified services by developing professional development, hands on training in all areas; assesses training needs district-wide, and organizes and facilitates trainers that are internal and external from the District; creates and implements the Classified Professional Learning Plan with an emphasis on individual employee needs assessments, accountability, data-driven decision making, and delivering high-quality applicable content that is available to classified personnel throughout the District, which directly supports student learning and achievement.

Salary Survey

A salary survey, attached, was conducted by using the following school and community college districts as an external market for comparison:

- Central USD
- Clovis USD
- Fresno USD
- Merced UHSD
- Modesto City HSD
- State Center Community College District
- Stockton USD
- Visalia USD

Of the eight school districts surveyed, four districts had positions which were reviewed for the purpose of establishing an external salary comparison. The Classified Professional Development Coordinator at Modesto City Schools, a management-level position, and the Professional Development Coordinator at State Center Community College District, a bargaining unit position, were similar in terms of duties, education, and experience. However, the Staff Development Technician classification at Fresno Unified School District primarily performs duties of a secretarial in nature, with some in-service training responsibilities, and the Classified Technology Trainer at Clovis Unified School District provided training to teachers related to classroom technology only. Therefore, it was determined these positions were not considered good comparisons for the Professional Learning Trainer position and, as a result, there were insufficient matches on which to base a salary recommendation on the peer market comparison.



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PERSONNEL COMMISSION**

Given that there were insufficient external matches, an internal comparison of District positions was also conducted. The Communications Analyst, Facilities Planning Analyst, and Technology Trainer classifications were reviewed and determined to be comparable in terms of scope of responsibility, education, and experience.

This information and proposal have been compiled in accordance with 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 job classification with title of Professional Learning Trainer and salary recommendation as listed on the table below.

<u>JOB CLASS TITLE</u>	<u>NEW OR REVISED</u>	<u>SALARY RANGE RECOMMENDATION</u>
Professional Learning Trainer <i>(job class description attached)</i>	New	Range 50 (\$68,653 – 89,366) of the current 2022- 2023 Classified Salary Schedule <i>(salary survey data attached)</i>

Attachments:

Job Classification Description and Salary Survey: Professional Learning Trainer



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

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

PROPOSED NEW CLASSIFICATION TITLE: PROFESSIONAL LEARNING TRAINER

DEPARTMENT/SITE: Human Resources

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: TBD

WORK YEAR: 12 Months (261 Days)

REPORTS TO: Assistant Superintendent of Human Resources

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Assistant Superintendent of Human Resources, the Professional Learning Trainer provides classified professional learning for all classified services by developing professional development, hands on training in all areas; assesses training needs district-wide, and organizes and facilitates trainers that are internal and external from the District; creates and implements the Classified Professional Learning Plan with an emphasis on individual employee needs assessments, accountability, data-driven decision making, and delivering high-quality applicable content that is available to classified personnel throughout the District, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

This position is responsible for assessing the District's departmental training needs to create professional learning opportunities district-wide for all classified personnel.

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 the Classified Professional Development Committee in planning the annual classified staff conference.
- Assists in the evaluation, review and revision of the District Classified Professional Learning Program.
- Assumes responsibility for ongoing development, researching training industry standards and best practices, and embracing new technologies that relate to classified services.
- Collaborates with the Superintendent, administrators, instructional leaders, professional development vendors, and others to make service offerings consistent with District services to refine professional development services.
- Collaborates with district leadership to identify learning needs and gathers information to create and implement training for classified personnel.
- Conducts, plans, and coordinates training orientations session for classified personnel; designs employee-based training and creates teaching manuals which may include online modules.
- Coordinates and oversees hands-on-training programs for all classified staff, including regular classified, confidential, supervisory, and classified management.
- Coordinates with the Human Resources Department to ensure that training modules are developed and

Title
Proposed:
Previous update: None-New Class

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kept up to date for classified personnel.

- Coordinates with District leaders throughout the District to support a continuous improvement model for professional learning to maximize results.
- Develops and implements learning curriculum that is consistent with current trends and best practices; coordinates, administers, and schedules initial and ongoing training for District classified personnel.
- Develops a model for professional learning, data-based decision-making, and modifies professional development or other programs based on needs assessments.
- Develops, produces, and organizes ongoing, sustained, and intensive high-quality professional development in the integration of advanced technologies, including emerging technologies, into all aspects of District work.
- Focuses on continuous improvement to increase quality customer service and assists classified personnel in making seamless transitions within their jobs.
- Identifies areas for personnel cross-training and implements the training needed to support the objective to encourage staff development.
- Maintains accurate records on program development, consulting services, and cost for delivery of professional development, training assessments and other related data.
- Travels to various site locations as needed.
- Plans, organizes, and develops training programs, and selected special programs; provides creativity, leadership and vision in the development of strategic plans and program development plans for the District's classified personnel training programs; including marketing, recruitment, and engagement strategies; conducts ongoing evaluation of classified professional learning programs and improvement efforts towards achieving program goals and objectives.
- Stays abreast of new trends and changes in the field of education by attending and participating in professional meetings, and by discussing developments and issues of mutual interest with others in the field.
- Surveys classified personnel in the types of training needed to help with their current day-to-day jobs; assesses productivity and identifies inefficiencies for future training needs.
- Works with District leaders regarding content, new employee support, professional development, program improvements, accountability, and other areas to ensure that assigned personnel receive sufficient knowledge in all relevant content areas; works with instructional personnel and others to define quality standards in terms of satisfaction, practical results, achievement results, and other identified areas.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District training.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- District organization, operations, policies procedures, goals
- Principles, practices, techniques and tools applicable to program
- Effective strategies, theories, techniques, and methods of professional development
- Planning processes including setting measurable objectives and organizational improvement analysis
- Principles and practices of group facilitation; communicating information to large groups
- Modern office practices, procedures and equipment
- Correct English usage, including grammar, spelling, and punctuation; and vocabulary
- Expertise in Microsoft Office, Google Suite tools, and other applicable software applications
- Effective strategies, theories, techniques, and methods of professional development.
- Use of job-related software applications, including virtual meeting platforms
- Maintaining records and generating reports

Skills and Abilities to:

- Communicates effectively and proactively with subject matter experts, business partners, and District staff
- Demonstrate leadership to all classified personnel by inspiring and motivating others to reach a common goal
- Display strong communications skills, both verbal and written
- Develop and maintain an inclusive work environment that fosters diversity, respect and engagement
- Demonstrate resourcefulness, ability to solve problems and work independently and a high degree of professionalism, including discretion and attention to confidentiality
- Coordinate and perform highly complex, advanced-level duties to deliver high quality and high-efficacy services
- Exemplary planning, organizational and time management skills in order to meet schedules and timelines
- Make presentations and present proposals and recommendations clearly, logically and persuasively to diverse audiences.
- Research, analyze, compile, verify and interpret data, and prepare reports
- Read, interpret, comprehend, apply and explain rules, regulations, policies and procedures
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change
- Exercise analytical and independent judgment to analyze situations accurately and adopt an effective course of action
- Compose correspondence and written materials independently
- Work collaboratively and build positive relationships with a diverse group of stakeholders

RESPONSIBILITY:

Responsibilities include working under limited supervision following standardized practices and or methods. Utilization of resources from other work units may be 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's Degree in Education, Psychology, Public/Business Administration, Organizational Development, or other related field from an accredited college or university. Bachelor's Degree is preferred.

EXPERIENCE REQUIRED:

Four (4) years of experience in developing staff professional development, coordinating employee-based training in the area of customer service, coordination of multiple training events in an educational setting, and knowledge of learning management systems and web delivery tools; **OR;** an equivalent combination of education and work experience, and certifications that demonstrate possession of the requisite knowledge, skills and abilities of the position may be substituted.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive personal vehicle to various district sites to provide training and to attend training, seminars, and conferences both within and outside the district.

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)
 - Pre-employment physical exam A through District's provider

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
- 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

Salary Comparison Survey
PROFESSIONAL LEARNING TRAINER
Madera Unified School District

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Madera USD (K-12) 21,148	PROFESSIONAL LEARNING TRAINER Under the general direction of the Director of Classified Human Resources, the Professional Learning Trainer provides classified professional learning for all classified services by developing professional development training in all areas; assesses training needs district-wide and organizes and facilitates trainers that are internal and external from the District; creates and implements the Classified Professional Learning Plan with an emphasis on individual employee needs assessments, accountability, data-driven decision making, and delivering high- quality applicable content that is available to classified personnel throughout the District, which directly supports student learning and achievement.	Bachelor's degree in Education, Psychology, Public/Business Administration, or other related field from an accredited college or university.	Four (4) years of experience in staff professional development; training in the area of customer service; coordinating multiple training events in an educational setting; and knowledge of learning management systems and web delivery tools; OR an equivalent combination of education work experience and certifications that demonstrate possession of the requisite knowledge, skills and abilities of the position may be substituted.	Valid, current California Driver's License to drive personal vehicle to various district sites to provide training and to attend training, seminars, and conferences both within and outside the district.		
Central USD (K-12) 15,841	NO SIMILAR CLASS TO REVIEW					
Clovis USD (K-12) 43,654	CLASS NOT A GOOD MATCH (Classified Technology Trainer – provides training to teachers in classroom technology only)					
Fresno USD (K-12) 73,381	CLASS NOT A GOOD MATCH (Staff Development Technician – primarily performs secretarial duties with some in-service training responsibilities)					
Merced Union High Sch Dist (9-12) 10,748	NO SIMILAR CLASS TO REVIEW					

Salary Comparison Survey
PROFESSIONAL LEARNING TRAINER
Madera Unified School District

Modesto City HSD (6-12) 15,663	CLASSIFIED PROFESSIONAL DEVELOPMENT COORDINATOR Under general supervision, plan, develop, coordinate, and conduct professional development opportunities to improve job skills of classified employees.	Minimum Requirements: Graduation from high school or General education Development (GED) Certificate or California high School Proficiency Examination (CHSPE) Certificate. Desirable Qualifications: College level coursework in teaching/training methods, supervision, organizational development, or management.	Minimum Requirements: Five (5) years of successful experience as a trainer in public or private organizations. Desirable Qualifications: Successful experience planning and implementing professional development.	Valid California Driver's License	\$107,907.84 Mgt Salary Scheduled Class Code, SR 123	\$120,795.44 Mgt Salary Scheduled Class Code, SR 123
State Center Community College District including Fresno City College, Reedley College, Clovis Community College, and Madera Community College.	PROFESSIONAL DEVELOPMENT COORDINATOR Under general supervision, performs a variety of complex professional and technical work in support of District/college professional development activities; works with the Professional Development Committee to plan, create and implement all professional development programs; serves as a resource to campus, program, and organizational development initiatives; conducts needs assessments/evaluations and develops training programs; and performs related duties as assigned.	Graduation from an accredited college or university with a bachelor's degree in public or business administration, human resources, psychology, or a related field.	Three (3) years of increasingly responsible experience in the design and delivery of employer-based training and development and/or organizational development programs and services; or an equivalent combination of training and experience.	A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program.	\$74,131 CSEA Class Code 153, SR 93	\$91,171 CSEA Class Code 153, SR 93
Stockton USD (K-12) 41,679	NO SIMILAR CLASS TO REVIEW					
Visalia USD (K-12) 29,375	NO SIMILAR CLASS TO REVIEW					



**MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

**REGULAR MEETING
AGENDA ITEM COVER PAGE**

Meeting Date: January 19, 2023

Agenda Item:

Discuss and approve the proposed new job class description and recommended salary recommendation for Supervisor - Safety and Security

Agenda Placement:

Action

Background:

District Administration has brought forward the request to establish the new job class description and to conduct a salary survey for Supervisor - Safety and Security. This position will be under the direction of the Director of Safety and Security. The Supervisor – Safety and Security assists in the day-to-day operations of the Safety and Security Department by providing support and direction to the School Safety Officers and Administration in the coordinated efforts to keep the students/ staff and school sites safe from crime; assists the Director in the overall administration and coordination of the Safety Officers for the District, including security, public safety, and emergency plans; manages assigned programs and services, ensuring District compliance with all applicable local, state, and federal policies and laws, in addition to performing related work as assigned. The incumbent in this classification provides the school community with administrative-technical duties, in support of the Special Services Department, which directly support student learning and achievement

Salary Survey

As previously reported, Madera Unified School District has established a security department per Ed Code Section 38000 and employs personnel to ensure safety and security.

A salary survey, attached, was conducted by using the following school and community college districts as an external market for comparison:

- Central USD
- Clovis USD
- Fresno USD
- Kern HSD
- Madera Police Department
- Merced UHSD
- Modesto City HSD
- Sanger USD
- State Center Community College District
- Stockton USD
- Visalia USD

Of the ten school districts surveyed, three districts had positions, which were reviewed for the purpose of establishing an external salary comparison. The remaining seven school districts either contract with local police and sheriff's departments or have established a school police department under the supervision of a school chief of police and employ sworn peace officers. The local police department was also included in the peer market comparison in an effort to identify sufficient matches on which to base a salary recommendation.



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

In determining the recommended allocation, the mid-range step of the median for the peer market was used for primary salary comparison purposes. This practice allows for the most valid comparison when the number of steps of comparison districts vary from that of MUSD's salary schedule structure. Based on that, in comparing the calculated median of the mid-range annual amount of \$101,961 to Madera's salary schedule, finds the closest match at Supervisory Salary Range 11 (\$85,065 – \$108,534).

In addition to the external market analysis, an internal comparison of District positions was also conducted. The Business Manager, Human Resources Manager and Supervisor - Child Welfare and Attendance job classifications, allocated to Range 11, are comparable in scope of responsibility and specialized experience requirements, and further supports the salary allocation recommendation. This reallocation also maintains an appropriate 20% pay difference with the Director-Safety and Security, to which it will report.

This information and proposal have been compiled in accordance with 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.

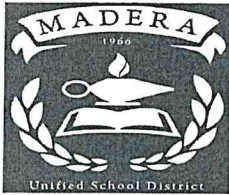
Recommendation:

It is recommended that the Personnel Commission approve the revised job class description with a new title of Supervisor - Safety and Security and salary recommendation as listed on the table below.

<u>JOB CLASS TITLE</u>	<u>NEW OR REVISED</u>	<u>SALARY RANGE RECOMMENDATION</u>
Supervisor-Safety and Security	New	SR 11 (\$85,065 – \$108,534) on the 2022/2023 Classified Supervisory Salary Schedule

Attachments:

Job Class Description and Salary Survey: Supervisor - Safety and Security



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

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

NEW PROPOSED CLASSIFICATION TITLE: SUPERVISOR - SAFETY AND SECURITY

DEPARTMENT/SITE: Safety and Security

SALARY SCHEDULE: Classified Supervisory

SALARY RANGE: TBD

WORK CALENDAR: 261 Days

REPORTS TO: Director of Safety and Security

FLSA: Exempt

PURPOSE STATEMENT:

Under the direction of the Director of Safety and Security, the Supervisor – Safety and Security assists in the day to-day operations of the Safety and Security Department by providing support and direction to the School Safety Officers and Administration in the coordinated efforts to keep the students/ staff and school sites safe from crime; assists the Director in the overall administration and coordination of the Safety Officers for the District, including security, public safety, and emergency plans; manages assigned programs and services, ensuring District compliance with all applicable local, state, and federal policies and laws, in addition to performing related work as assigned. The incumbent in this classification provides the school community with administrative-technical duties, in support of the Special Services Department, which directly support student learning and achievement.

The Supervisor - Safety and Security must be available and on-call to assist in addressing any emergency arising within the District 24 hours a day, seven days a week if needed.

DISTINGUISHING CHARACTERISTICS

The position in this class is at the supervisory level of the School Safety and Security series. The Supervisor of Safety and Security assist in providing strategic direction, leadership and coordination in the development, implementation and evaluation of a variety of safety and security services for the District, and is responsible for the day-to-day operations of the department and oversees gang interventions district-wide, assists with the coordination, training, and evaluation of the School Safety Officers and School Safety Officer Leads for the District, including security, public safety, and emergency plans.

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 with the coordination of dispatching duties if needed.
- Assist school principals after hours with school site safety concerns, suspicious activities, trespassing, and other crimes that require immediate assistance.
- Assists in the training and evaluation performance reviews of Safety and Security Department personnel.
- Assists with District Emergency Protocols, training, and disaster recovery.
- Ensures program compliance with applicable local, state and federal regulations such as school site safety plans.
- Facilitates intervention protocols for gang members or students who associate with gangs and addresses related issues, identifying support resources, and formulates realistic academic and career/vocational goals.

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- Identifies students as gang members or being associated with gangs, using standard law enforcement validation criteria for the purpose of communicating information to other parties.
- Intervenes with gang members and those students on the fringe of gang involvement through direct individual advisement and through conflict resolution activities with disputing parties and meeting with parents/guardians for the purpose of bringing about a disassociation with gangs and/or making the parents aware of their student's involvement with gangs.
- Maintains a variety of confidential and non-confidential manual and electronic lists and records (e.g. interventions, gang members and affiliations, etc.) for the purpose of compiling and documenting activities in compliance with requirements.
- Maintains a visible, accessible presence on campus at assigned locations to increase student awareness, diffuse confrontations and minimize disruptions.
- Monitors gang activities (e.g., fights, graffiti, drug use, and/or trafficking) and advises school administration and security regarding possible gang disruptions.
- Monitors applications (e.g., STOPit) always, including nights and weekends (24/7) for reports of self-harm, threats, suicide, or other emergency concerns.
- Participates in a variety of meetings, workshops, and committees to convey and/or gather information required to perform functions and remaining knowledgeable with program guidelines.
- Performs general administrative work as required; including the preparing correspondence, entering and retrieving computer data, preparing mail, and ordering supplies.
- Performs record keeping and clerical functions (e.g., student records, program materials, scheduling, copying) and provides records/materials necessary for program success.
- Provides individual counseling and support to students and parents to address and resolve gang-related issues.
- Provides workshops to school staff, students, and parents on gang related topics to increase awareness and reduce the frequency and complications of gang activity.
- Provides direct intervention with students including transporting students to home.
- Responds to and assists in emergency situations District-wide as needed.
- Responds to inquiries from a variety of internal and external sources to provide information and/or direction as may be required.
- Serves as a liaison between the school, home, law enforcement and/or other community organizations to facilitate communication between participants.
- Trains District staff, parents, students and community groups regarding trends in gang membership and behaviors including mode of dress, signing, and writing styles for the purpose of increasing awareness and reducing the frequency and complications of gang activity.
- 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:

- Law enforcement policies and procedures, crime prevention, investigations, public safety training, life safety programs and operations
- Justice system as it relates to students or criminal/civil activity in the school environment
- Performance management techniques
- District policy, procedures, organization, and locations
- Principles and practices associated with organization and management as applied to the administration, analysis, and evaluation of programs, policies, and operational needs
- Budgeting practices and procedures; special skills at facilitating group processes
- Special skills at facilitating group processes
- Conflict resolution techniques appropriate to deter situations from escalating

- Well-developed written language skills to prepare complex reports
- Well-developed human relations skills to communicate technical concepts to others

Skills and Abilities to:

- Contribute to the successful fulfillment of District's Mission; work cooperatively with district personnel, parents, and community representatives
- Work cooperatively with district personnel, parents, and community representatives
- Learn and appropriately apply District policies and procedures and other regulations related to the position
- Communicate with diverse groups maintaining confidentiality, meeting deadlines and schedules; working with frequent interruptions, setting priorities; establishing and maintaining effective working relationships
- Communicate with staff, parents, and public using patience and courtesy, and in a manner that reflects positively on the organizational unit
- Resolve conflicts under stress representing the District to the community, and other settings as required
- Apply integrity and trust in all situations
- Train, plan and implement the Incident Command System and understand key roles associated with the Incident Command System
- Develop and administers program budgets; monitor and approve program expenditures and prepare related reports; seek, secure, and administer grants for program funding
- Plan, organize, direct, supervise, train, motivate, review and evaluate the work and performance of subordinates assigned to the District's Safety and Security program
- Design and implement short and long-range objectives
- Make recommendations on various detailed, controversial, simple, or complex topics
- Develop, implement, monitor, and evaluate program goals and initiatives
- Exercise strict confidence in handling sensitive information; manage critical incidents successfully
- Adhere to safety practices
- Operate standard office equipment including applicable software
- Prepare and maintain accurate records
- Exhibit collaborative leadership of individuals and groups
- Exhibit excellent communication skills, both written and verbal including the ability to communicate during crisis situations

RESPONSIBILITY:

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to impact 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 in Criminal Justice, Police Science, Sociology, Psychology, Public Administration or in a related field.

EXPERIENCE REQUIRED:

Five (5) years of experience in Law Enforcement **OR** three (3) years of experience as a Sergeant or School Resource Officer and/or a School Safety Management position, which includes at least two (2) years of supervision of personnel and working with “at-risk youth”. Experience working and leading in a K-12 school environment is preferred.

Experience and instruction in firearms; chemical agents; explosives; not limited to, perishable skills, (e.g., defensive tactics; baton/armament systems and procedures (ASP); arrest and control techniques; handcuffing; oleoresin capicum (OC) spray, which are sponsored by the California Peace Officer Standard and Training (POST), or equivalent training is preferred).

LICENSE(S) REQUIRED:

- Valid California Driver's License to drive among various District sites for meetings, training sessions, to transport students, school staff, and others, and to supervise Safety Officers; MUSD's District Driver's Authorization
- CPR/First Aid Certificates

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)
 - Pre-employment physical exam E through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Dexterity of hands and fingers to operate a computer keyboard and maintain paper files and documents
- Hearing and speaking to exchange information
- Lifting students or objects such as boxes containing documents up to 60 lbs.
- Physical abilities include squatting, stooping/crouching, reaching/handling, bending at the waist, twisting, kneeling, crawling reaching, handling, or crouching to retrieve and store materials and to assist students
- Sitting, walking, running, jumping, and standing for extended periods of time
- The nature of the work also requires the incumbent to drive motorized vehicles, operate a variety of law enforcement equipment, work in heavy vehicle traffic conditions and often work with constant interruptions
- Visual acuity to see/read documents and computer screen and to supervise students
- Working in hazardous situations, and may involve abusive persons, potential physical violence, and the potential risk of exposure to bloodborne pathogens in the performance of safety and security duties
- Work is indoors and outdoors in all weather conditions including wet, hot and cold

Salary Comparison Survey for SUPERVISOR - SAFETY AND SECURITY Madera USD

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Madera USD (K-12) 21,148	SUPERVISOR - SAFETY AND SECURITY Under the direction of the Director of Safety and Security, the Supervisor - Safety and Security assist in the day-to-day operations of the Safety and Security Department by providing support and direction to the School Safety Officers and Administration in the coordinated efforts to keep the students/ staff and school sites safe from crime; assist the Director in the overall administration and coordination of the Safety Officers for the District, including security, public safety, and emergency plans; manages assigned programs and services, ensuring District compliance with all applicable local, state and federal policies and laws, in addition to performing related work as assigned. The incumbents in this classification provide the school community with administrative/ technical duties, in support of the Special Services Department, which directly support student learning and achievement.	Bachelor's degree in Criminal Justice, Police Science, Sociology, Psychology, Public Administration or in a related field.	Five (5) years of experience in Law Enforcement OR three (3) years of experience as a Sergeant or School Resource Officer and/or a School Safety Management position, which includes at least two (2) years of supervision of personnel and working with "at-risk youth". Experience working and leading in a K-12 school environment is preferred. Experience and instruction in firearms; chemical agents; explosives; not limited to, perishable skills (e.g., defensive tactics; baton/armament systems and procedures (ASP); arrest and control techniques; handcuffing; oleoresin capsicum (OC) spray, which are sponsored by the California Peace Officer Standard and Training (POST), or equivalent training is preferred).	Valid, current CA Driver's License; MUSD's District Driver's Authorization CPR/First Aid Preferred certificates: Valid Peace Officer Basic Training (POST) and/or intermediate, advanced, and supervisory (POST) certificates	TBD	TBD
Central USD (K-12) 15,841	NO SIMILAR CLASS TO REVIEW Central Unified SD utilizes School Resource Officers (SROs) from Fresno PD and Fresno County Sheriff's Dept. to patrol and secure campuses. The SROs report directly to the Chief of Police. No civilian manager.					

Salary Comparison Survey for SUPERVISOR - SAFETY AND SECURITY
Madera USD

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Clovis USD (K-12) 43,654	LIEUTENANT-SCHOOL RESOURCE OFFICER Supervises Police Officers and other department employees in enforcement of local, state, and federal laws and in provision of personal, real property, and equipment security throughout campus. Supervises investigation and documentation of crimes and incidents. Documents and presents evidence; provides legal testimony.	Graduation from an accredited law enforcement academy. Must have completed a California P.O.S.T. Certified Field Training Program with a California P.O.S.T. Certified Law Enforcement Agency.	Must have at least 5 years of experience as a sworn Peace Officer in the State of California with a California P.O.S.T. Certified Law Enforcement Agency. Must have at least 2 years of experience with the Clovis Unified School District Police Services Department	Possession of a valid California driver's license is a requirement for this job. Those not currently employed by the Clovis Unified School District Police Department as a Sworn Peace Officer must pass a pre-employment criminal background check. Those not employed by the Clovis Unified School District Police Department as a Sworn Peace Officer will have to successfully pass a pre-employment physical examination, medical history check and psychologic examination.	\$67,209 CL Mgt Salary Schd Range 121	\$81,640 CL Mgt Salary Schd Range 121

Salary Comparison Survey for SUPERVISOR - SAFETY AND SECURITY

Madera USD

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Fresno USD (K-12) 73,381	NO SIMILAR CLASS TO REVIEW Fresno USD utilizes School Resource Officers (SROs) and Campus Safety Assistants to patrol and secure campuses. The SROs report directly to the Chief of Police. No civilian manager.					
Kern HSD (9-12) 41,451	NO SIMILAR CLASS TO REVIEW Police Officers that report directly to the Chief of Police; Chief of Police is classified within the supervisory unit.					
Madera Police Department	POLICE SERGEANT Under direction, coordinates and supervises the activities and operations of a patrol watch or program unit of the Police Department including implementation of departmental policies and procedures; coordinates activities with other divisions, units, watches, City departments, outside agencies and organizations; performs more difficult and responsible law enforcement and crime prevention supervision and planning; supervises personnel; performs other related duties as required.	a high school diploma or equivalent. Possession of a bachelor of arts degree in criminology, police sciences or a related field is desirable.	Five years of increasingly responsible law enforcement experience.	Possession of, or ability to obtain, a valid Class C California driver's license. Possession of a P.O.S.T. Intermediate Certificate is desirable.	\$75,859 MPOA Salary Schedule Range 426	\$96,813 MPOA Salary Schedule Range 426
Merced UHSD (9-12) 10,748	NO SIMILAR CLASS TO REVIEW Merced UHSD utilizes School Resource Officers (SROs) contracted through the Merced Police Department to patrol and secure campuses. The SROs report directly to the Chief of Police. No civilian manager.					

Salary Comparison Survey for SUPERVISOR - SAFETY AND SECURITY Madera USD

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Modesto City HSD (6-12) 15,663	NO SIMILAR CLASS TO REVIEW Modesto City HSD utilizes an in-house security force, however, the highest-level security job, Director I, Security, combines the coordination of security, maintenance, custodial and groundskeeping operations of the District.					
Sanger USD (K-12) 11,360	NO SIMILAR CLASS TO REVIEW Sanger USD utilizes Campus Safety Officers and Campus Monitors to patrol and secure campuses. These employees report directly to the school principal. No District manager dedicated to safety and security.					
State Center Community College District including Fresno City College, Reedley College, Clovis Community College, and Madera Community College. State Center Community College District (Cont.)	POLICE LIEUTENANT Under direction, plans, organizes, supervises, and participates in the operations of Police Department staff including crime prevention, patrol, property protection, criminal investigations, dispatch, training, and parking and traffic operations; coordinates public safety activities with other district departments; maintains and reviews records, reports and statistics; provides highly responsible and complex staff assistance to the Police Chief and assumes full command responsibility for the department in the absence of the Police Chief; and performs related duties as assigned.	Graduation from an accredited college or university with a bachelor's degree in police science, law enforcement, criminal justice, public administration or a related field.	Six years of sworn police experience including two years of supervisory-level experience; or an equivalent combination of training and experience. Experience in a college or university setting is preferred	Valid, current CA Driver's License CPR/First Aid/AED Supervisory and Advanced POST certification. Management POST Certification must be obtained within two years of appointment.	\$105,464 Mgt Salary Schedule Class Code 149, SR 245 ----- \$129,708 Mgt Salary Schedule Class Code 149, SR 245	

Salary Comparison Survey for SUPERVISOR - SAFETY AND SECURITY Madera USD

DISTRICT	JOB TITLE	EDUCATION	EXPERIENCE	LICENSES / CERTIFICATES	STEP 1	MAX STEP
Stockton USD (K-12) 41,679	<p>POLICE LIEUTENANT Plan, coordinate, assign, and direct the work of the police department program for the District to provide protection of life and property, enforcement of all pertinent laws and regulations of the city, county, state and the school district; and perform related duties as assigned.</p> <p>Must be willing to work evening, night, weekend, and holiday shifts and call-ins.</p>	Any combination equivalent to an Associate of arts degree in administration of justice or related field from an accredited college, supplemented by upper-level college courses in police science, supervision, or related field.	Five (5) years of law enforcement experience, with one (1) year in a supervisory rank equivalent to police sergeant.	<p>Must possess a valid California driver's license.</p> <p>CPR/First Aid</p> <p>Must qualify with firearm at a specified police or sheriff's shooting range periodically.</p> <p>Must possess a Supervisor Police Officer Standards and Training (POST) certificate.</p>	<p>\$109,784 Mgt Salary Schedule Tier 6, Range 03</p>	<p>\$133,444 Mgt Salary Schedule Tier 6, Range 03</p>
Visalia USD (K-12) 29,375	<p>NO SIMILAR CLASS TO REVIEW Visalia USD utilizes Campus Supervisors and School Resource Officers (SROs) contracted through the Visalia City Police Department to patrol and secure campuses. The SROs report directly to the Chief of Police. No civilian manager.</p>					
				AVERAGE	\$89,579	\$110,401
				MEDIAN	\$90,662	\$113,261



MADERA UNIFIED SCHOOL DISTRICT PERSONNEL COMMISSION

REGULAR MEETING AGENDA ITEM COVER PAGE

Meeting Date: January 19, 2023

Agenda Item: Update on Assembly Bill 438 Classified Layoffs

Agenda Placement:
Information and Reports

Background:

This item is being presented as an informational item for the purpose of providing an update to the Commission on Assembly Bill 438. Personnel Commission staff will provide an update and allow for discussion on the implementation of the bill.

On October 8, 2021, Governor Newsom signed Assembly Bill 438, which will require school districts and community college districts to provide classified employees with the same layoff notice and hearing rights as certificated and academic employees have. It also provides that any layoff notices or hearing rights granted to certificated and academic employees in the future would automatically extend to classified employees.

The bill defines “permanent classified employees” as an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice. This bill does not change a district’s right to release probationary employees.

Districts will now be required to issue permanent classified employees with notice of a layoff no later than March 15. Except when the district eliminated the classified positions because of the expiration of a specially funded or grant, program, it must give the layoff notice at least 60 days prior to the effective date of the layoff. This notice shall notify employees of their layoff date, displacement rights if any, and reemployment rights.

Recommendation: This is an information item and no action required.

Assembly Bill No. 438

CHAPTER 665

An act to amend Sections 45117 and 88017 of the Education Code, and to amend Sections 11503 and 11505 of the Government Code, relating to school employees.

[Approved by Governor October 8, 2021. Filed with Secretary of State October 8, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 438, Reyes. School employees: classified employees: layoff notice and hearing.

Under existing law, classified employees of school districts and community college districts subject to layoff as a result of the expiration of a specially funded program at the end of a school year are required to be given written notice on or before April 29 informing them of certain rights. Existing law also requires that notice be given not less than 60 days before the effective layoff date if the termination date of a specially funded program is other than June 30, or if classified employees are subject to layoff as a result of a bona fide reduction or elimination of a service performed by a department.

This bill instead would revise and recast provisions relating to the layoff of classified employees of school districts and community college districts to require certain notices and opportunities for a hearing when a permanent classified employee's services will not be required for the ensuing year due to lack of work or lack of funds. The bill would, for the purposes of specified notice and hearing rights, define "permanent classified employee" to include both an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice. The bill would express the intent of the Legislature in enacting the bill to provide permanent classified school employees and those who become permanent classified school employees with the same rights to notice and hearing with respect to layoffs as are provided to certificated employees of school districts, including teachers and administrators, and academic employees of community college districts. If classified positions must be eliminated as a result of the expiration of a specially funded program, the bill would require written notice of the layoff date and certain rights be given to the classified employees not less than 60 days before the effective layoff date. If, after January 1, 2021, the Legislature provides certificated or academic employees with any additional rights to notice or hearing as to layoffs, the bill would require the respective permanent classified employees, as described, to be afforded the same rights by the school district or community college district, as applicable. To the

extent school districts and community college districts are required to perform additional duties, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

The people of the State of California do enact as follows:

SECTION 1. It is the intent of the Legislature in enacting this act to provide permanent classified school employees and those who become permanent classified school employees with the same rights to notice and hearing with respect to layoffs as are provided to certificated and academic employees, including teachers and administrators, and academic employees of community college districts.

SEC. 2. Section 45117 of the Education Code is amended to read:

45117. (a) (1) No later than March 15 and before a classified employee is given notice by the governing board of a school district that the employee's services will not be required for the ensuing year due to lack of work or lack of funds, the governing board of the school district and the employee shall be given written notice by the superintendent of the school district or the superintendent's designee, or, in the case of a school district that has no superintendent, by the clerk or secretary of the governing board of the school district, that it has been recommended that the notice be given to the employee, stating the reasons that the employee's services will not be required for the ensuing year, and informing the employee of the employee's displacement rights, if any, and reemployment rights.

(2) Until the classified employee has requested a hearing as provided in subdivision (b) or has waived their right to a hearing, the notice and the reasons for the notice shall be confidential and shall not be divulged by any person, except as may be necessary in the performance of duties. However, a violation of this requirement of confidentiality, in and of itself, shall not in any manner be construed as affecting the validity of a hearing conducted pursuant to this section.

(b) A classified employee may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. A request for a hearing shall be in writing and shall be delivered to the person who sent the notice, on or before a date specified in subdivision (a), which shall not be less than seven days after the date on which the notice is served upon the employee. If an employee fails to request a hearing on or before the date specified, the employee's failure to do so shall constitute a waiver of the

employee's right to a hearing. The notice provided for in subdivision (a) shall advise the employee of the provisions of this subdivision.

(c) If a hearing is requested by a classified employee under subdivision (b), the proceeding shall be conducted and a decision made in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, and the governing board of a school district shall have all the power granted to an agency in that chapter, except that all of the following shall apply:

(1) The respondent shall file their notice of participation, if any, within five days after service upon the respondent of the District Statement of Reduction in Force and the respondent shall be notified of this five-day period for filing in the District Statement of Reduction in Force.

(2) The discovery authorized by Section 11507.6 of the Government Code shall be available only if a request is made for discovery within 15 days after service of the District Statement of Reduction in Force, and the notice required by Section 11505 of the Government Code shall so indicate.

(3) (A) The hearing shall be conducted by an administrative law judge who shall prepare a proposed decision, containing findings of fact and a determination as to whether the charges sustained by the evidence are related to the welfare of the schools and the pupils of the schools. The proposed decision shall be prepared for the governing board of the school district and shall contain a determination as to the sufficiency of the cause and a recommendation as to disposition. However, the governing board of the school district shall make the final determination as to the sufficiency of the cause and disposition. None of the findings, recommendations, or determinations contained in the proposed decision prepared by the administrative law judge shall be binding on the governing board of the school district. Nonsubstantive procedural errors committed by the school district or governing board of the school district shall not constitute cause for dismissing the charges unless the errors are prejudicial errors. Copies of the proposed decision shall be submitted to the governing board of the school district and to the classified employee on or before May 7 of the year in which the proceeding is commenced. All expenses of the hearing, including the cost of the administrative law judge, shall be paid by the governing board of the school district from school district funds. Any notice or request shall be deemed sufficient when it is delivered in person to the employee to whom it is directed, or when it is deposited in the United States registered mail, postage prepaid, and addressed to the last known address of the employee. Notice of termination shall be given to the employee before May 15. If a continuance was granted after a request for hearing was made, the deadlines described in this section shall be extended for the number of days of that continuance.

(B) For purposes of this section, "cause" for layoff includes school district compliance with the seniority requirements of this code, including Section 45308.

(d) (1) Notwithstanding subdivisions (a) to (c), inclusive, or any other law, during the time period between five days after the enactment of an

annual Budget Act and August 15 of the fiscal year to which that Budget Act applies, if the governing board of a school district determines that its total local control funding formula apportionment per unit of average daily attendance for the fiscal year of that Budget Act has not increased by at least 2 percent, and if the governing board of a school district determines it is therefore necessary to decrease the number of classified employees of the school district due to lack of work or lack of funds, the governing board of the school district may issue a District Statement of Reduction in Force to those employees in accordance with a schedule of notice and hearing to be adopted by the governing board of the school district.

(2) Paragraph (1) shall be inoperative during any period that Section 44955.5 is inoperative as it applies to certificated employees.

(e) (1) If a permanent classified employee is not given the notices and a right to a hearing as provided for in this section, the employee shall be deemed reemployed for the ensuing school year, except that nothing in this section shall be construed to interfere with the right of a district to release probationary employees who never become permanent without notice or hearing.

(2) For purposes of this subdivision, “permanent employee” includes an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice.

(f) (1) A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. This subdivision does not create a layoff notice requirement for any individual hired as a short-term employee, as defined in Section 45103, for a period not exceeding 60 days.

(2) This subdivision does not apply to the retention of a short-term employee, as defined in Section 45103, who is hired for a period not exceeding 60 days after which the short-term service may not be extended or renewed.

(g) Notwithstanding the other requirements of this code respecting layoff of permanent classified employees, when classified positions must be eliminated as a result of the expiration of a specially funded program, the employees to be laid off shall be given written notice not less than 60 days prior to the effective date of their layoff informing them of their layoff date and their displacement rights, if any, and reemployment rights.

(h) If, after January 1, 2021, the Legislature provides certificated employees with any additional rights to notice or hearing as to layoffs, then permanent classified employees and those who become permanent classified employees shall be afforded the same rights by the school district.

(i) The governing board of the school district may adopt from time to time rules and procedures not inconsistent with this section as may be necessary to effectuate this section.

(j) This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 6 (commencing with Section 45240).

SEC. 3. Section 88017 of the Education Code is amended to read:

88017. (a) (1) No later than March 15 and before a classified employee is given notice by the governing board of the community college district that the classified employee's services will not be required for the ensuing year, the governing board of the community college district and the employee shall be given written notice by the superintendent of the community college district or the superintendent's designee, or, in the case of a community college district that has no superintendent, by the clerk or secretary of the governing board of the community college district, that it has been recommended that the notice be given to the employee, and stating the reasons therefor.

(2) Until the classified employee has requested a hearing as provided in subdivision (b) or has waived their right to a hearing, the notice and the reasons therefor shall be confidential and shall not be divulged by any person, except as may be necessary in the performance of duties. However, the violation of this requirement of confidentiality, in and of itself, shall not in any manner be construed as affecting the validity of any hearing conducted pursuant to this section.

(b) A classified employee may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. A request for a hearing shall be in writing and shall be delivered to the person who sent the notice, on or before a date specified in subdivision (a), which shall not be less than seven days after the date on which the notice is served upon the employee. If an employee fails to request a hearing on or before the date specified, this failure to do so shall constitute waiver of the employee's right to a hearing. The notice provided for in subdivision (a) shall advise the employee of the provisions of this subdivision.

(c) If a hearing is requested by a classified employee under subdivision (b), the proceeding shall be conducted and a decision made in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code and the governing board of a community college district shall have all the powers granted to an agency in that chapter, except that all of the following shall apply:

(1) The respondent shall file their notice of defense, if any, within five days after service upon the respondent of the accusation and the respondent shall be notified of this five-day period for filing the accusation.

(2) The discovery authorized by Section 11507.6 of the Government Code shall be available only if a request is made for discovery within 15 days after service of the accusation, and the notice required by Section 11505 of the Government Code shall so indicate.

(3) The hearing shall be conducted by an administrative law judge who shall prepare a proposed decision, containing findings of fact and a determination as to whether the charges sustained by the evidence are related to the welfare of the colleges and the students thereof. The proposed decision shall be prepared for the governing board of the community college and shall contain a determination as to the sufficiency of the cause and a recommendation as to disposition. However, the governing board of the

community college shall make the final determination as to the sufficiency of the cause and disposition. None of the findings, recommendations, or determinations contained in the proposed decision prepared by the administrative law judge shall be binding on the governing board of the community college or on any court in future litigation. Copies of the proposed decision shall be submitted to the governing board of the community college and to the classified employee on or before May 7 of the year in which the proceeding is commenced. All expenses of the hearing, including the cost of the administrative law judge, shall be paid by the governing board of the community college from community college district funds.

(d) (1) The determination of the governing board of a community college district to not reemploy a classified employee for the ensuing college year shall be for cause only. The determination of the governing board of the community college district as to the sufficiency of the cause pursuant to this section shall be conclusive, but the cause shall relate solely to the welfare of the colleges and the students thereof and provided that cause is a bona fide lack of funds or reduction in services. The decision made after the hearing shall be effective on May 15 of the year the proceeding is commenced.

(2) For purposes of this section, "cause" for layoff includes community college district compliance with the seniority requirements of this code, including Section 88127.

(e) Notice of termination to the classified employee by the governing board of the community college district that the employee's service will not be required for the ensuing year shall be given no later than May 15.

(f) If the governing board of a community college district notifies a classified employee that the employee's services will not be required for the ensuing year, the governing board of the community college district, within 10 days after receipt of the employee's written request, shall provide the employee with a statement of its reasons for not reemploying the employee for the ensuing college year.

(g) Any notice or request under this section shall be deemed sufficient when it is delivered in person to the employee to whom it is directed, or when it is deposited in the United States registered mail, postage prepaid, and addressed to the last known address of the employee.

(h) (1) If the governing board of a community college district does not give notice provided for in subdivision (e) on or before May 15, a permanent employee shall be deemed reemployed for the ensuing college year, except that this section shall not be construed to interfere with the right of a district to release probationary employees who never become permanent without notice or hearing.

(2) For purposes of this subdivision, "permanent employee" includes an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice.

(i) If, after request for hearing pursuant to subdivision (b), any continuance is granted pursuant to Section 11524 of the Government Code, the dates prescribed in subdivisions (c), (d), (e), and (h) that occur on or after the date of granting the continuance shall be extended for a period of time equal to the continuance.

(j) (1) A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. This subdivision does not create a layoff notice requirement for any individual hired as a short-term employee, as defined in Section 88003, for a period not exceeding 60 days.

(2) This subdivision does not apply to the retention of a short-term employee, as defined in Section 88003, who is hired for a period not exceeding 60 days after which the short-term service may not be extended or renewed.

(k) Notwithstanding the other requirements of this code respecting layoff of permanent classified employees, when classified positions must be eliminated as a result of the expiration of a specially funded program, the employees to be laid off shall be given written notice not less than 60 days prior to the effective date of their layoff informing them of their layoff date and their displacement rights, if any, and reemployment rights.

(l) If, after January 1, 2021, the Legislature provides academic employees with any additional rights to notice or hearing as to layoffs, then permanent classified employees and those who become permanent classified employees shall be afforded the same rights by the community college district.

(m) The governing board of a community college district may adopt, from time to time, rules and procedures not inconsistent with this section that may be necessary to effectuate this section.

(n) This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060) of this chapter.

SEC. 4. Section 11503 of the Government Code is amended to read:

11503. (a) A hearing to determine whether a right, authority, license, or privilege should be revoked, suspended, limited, or conditioned shall be initiated by filing an accusation or District Statement of Reduction in Force. The accusation or District Statement of Reduction in Force shall be a written statement of charges that shall set forth in ordinary and concise language the acts or omissions with which the respondent is charged, to the end that the respondent will be able to prepare their defense. It shall specify the statutes and rules that the respondent is alleged to have violated, but shall not consist merely of charges phrased in the language of those statutes and rules. The accusation or District Statement of Reduction in Force shall be verified unless made by a public officer acting in their official capacity or by an employee of the agency before which the proceeding is to be held. The verification may be on information and belief.

(b) In a hearing involving a reduction in force that is conducted pursuant to Section 44949, 45117, or 88017 of the Education Code, the hearing shall be initiated by filing a "District Statement of Reduction in Force." For

purposes of this chapter, a “District Statement of Reduction in Force” shall have the same meaning as an “accusation.” Respondent’s responsive pleading shall be entitled “Notice of Participation in Reduction in Force Hearing.”

SEC. 5. Section 11505 of the Government Code is amended to read:

11505. (a) Upon the filing of the accusation or District Statement of Reduction in Force the agency shall serve a copy thereof on the respondent as provided in subdivision (c). The agency may include with the accusation or District Statement of Reduction in Force any information that it deems appropriate, but it shall include a postcard or other form entitled Notice of Defense, or, as applicable, Notice of Participation, that, when signed by or on behalf of the respondent and returned to the agency, will acknowledge service of the accusation or District Statement of Reduction in Force and constitute a notice of defense, or, as applicable, notice of participation, under Section 11506. The copy of the accusation or District Statement of Reduction in Force shall include or be accompanied by (1) a statement that respondent may request a hearing by filing a notice of defense, or, as applicable, notice of participation, as provided in Section 11506 within 15 days after service upon the respondent of the accusation or District Statement of Reduction in Force, and that failure to do so will constitute a waiver of the respondent’s right to a hearing, and (2) copies of Sections 11507.5, 11507.6, and 11507.7.

(b) The statement to respondent shall be substantially in the following form:

Unless a written request for a hearing signed by or on behalf of the person named as respondent in the accompanying accusation or District Statement of Reduction in Force is delivered or mailed to the agency within 15 days after the accusation or District Statement of Reduction in Force was personally served on you or mailed to you, (here insert name of agency) may proceed upon the accusation or District Statement of Reduction in Force without a hearing. The request for a hearing may be made by delivering or mailing the enclosed form entitled Notice of Defense, or, as applicable, Notice of Participation, or by delivering or mailing a notice of defense, or, as applicable, notice of participation, as provided by Section 11506 of the Government Code to: (here insert name and address of agency). You may, but need not, be represented by counsel at any or all stages of these proceedings.

If you desire the names and addresses of witnesses or an opportunity to inspect and copy the items mentioned in Section 11507.6 of the Government Code in the possession, custody, or control of the agency, you may contact: (here insert name and address of appropriate person).

The hearing may be postponed for good cause. If you have good cause, you are obliged to notify the agency or, if an administrative law judge has been assigned to the hearing, the Office of Administrative Hearings, within 10 working days after you discover the good cause. Failure to give notice within 10 days will deprive you of a postponement.

(c) The accusation or District Statement of Reduction in Force and all accompanying information may be sent to the respondent by any means selected by the agency, but no order adversely affecting the rights of the

respondent shall be made by the agency in any case unless the respondent has been served personally or by registered mail as provided herein, or has filed a notice of defense, or, as applicable, notice of participation, or otherwise appeared. Service may be proved in the manner authorized in civil actions. Service by registered mail shall be effective if a statute or agency rule requires the respondent to file the respondent's address with the agency and to notify the agency of any change, and if a registered letter containing the accusation or District Statement of Reduction in Force and accompanying material is mailed, addressed to the respondent at the latest address on file with the agency.

(d) For purposes of this chapter, for hearings involving a reduction in force that are conducted pursuant to Section 44949, 45117, or 88017 of the Education Code, a "Notice of Participation" shall have the same meaning as a "Notice of Defense."

SEC. 6. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.