

**CHICO UNIFIED SCHOOL DISTRICT**  
**Personnel Commission**

**ADMINISTRATION OFFICES**  
**1163 East 7<sup>th</sup> Street**  
**Chico, CA 95928-5999**  
**(530) 891-3000 x 20132**

**ADDENDUM to the**  
**MEETING AGENDA of the PERSONNEL COMMISSION of**  
**CHICO UNIFIED SCHOOL DISTRICT**

**ADMINISTRATION BUILDING**

**4:00 PM**

**MONDAY, January 29, 2024**

The following items have been added after Item 6:

1. Consider new job description for: Speech-Language Pathology Assistant.	Action
2. Consider salary placement for: Speech-Language Pathology Assistant.	Action
3. Consider new Job Analyses for: Instructional Paraprofessional Specialized – Visually Impaired and Targeted Case Manager – Family Liaison, Bilingual.	Action

Posted: 1/29/2024

**CHICO UNIFIED SCHOOL DISTRICT  
SPEECH-LANGUAGE PATHOLOGY ASSISTANT**

**DEFINITION**

Under the direct supervision of the Director of Special Education and the general direction of the licensed and credentialed Speech-Language Pathologist, assist in providing speech therapy services to identified students in accordance with Individualized Education Program (IEP) goals; maintain records and documentation on students; perform related duties as assigned.

**SUPERVISION EXERCISED** - Exercises no supervision.

**EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES**

- Assist in providing student speech therapy services according to Individualized Education Program (IEP) goals and treatment plans developed by speech language pathologist.
- Assist speech-language pathologist in the assessment of student communication skills without interpretation.
- Assist with conducting speech-language screenings using appropriate prescribed techniques and devices without interpretation and confer with speech-language pathologist regarding student progress.
- Assist with the development of IEP goals and objectives for assigned students.
- Maintain confidentiality of sensitive and privileged information.
- Provide assistance to education staff as a case management team member through consultation, training, and individual and group activities.
- Document student progress toward speech and language IEP goals and objectives by preparing charts, records, graphs, or other means of documentation.
- Prepare therapy materials and equipment for use in the classroom including therapy activities such as picture cards, worksheets, and audio equipment.
- Adapt or modify instructional materials as determined by student needs for pathologist use in the classroom.
- Observe and control behavior and interaction of student according to approved procedures; utilize positive restraint techniques according to established procedures as necessary.
- Inspect, maintain and operate augmentative communication devices and equipment.
- Assist other speech language personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Ability to work at multiple sites and perform department business utilizing personal transportation.
- Successfully complete District mandated training as assigned.
- Performs other duties as required to accomplish the objectives of the position.

**JOB RELATED AND ESSENTIAL QUALIFICATIONS**

**Knowledge of:**

- Speech-language equipment, materials, and procedures.
- Language development in children, articulation development and learning patterns in children.
- Student behavior management techniques and strategies.
- English usage, punctuation, spelling, and grammar; basic arithmetical concepts; simple record keeping and record management.
- Community, family service agencies, and local businesses.
- Laws, rules, and regulations as applied to the Education Code.
- Interpersonal skills using tact, patience, and courtesy.
- Safe work practices.

**Skill to:**

- Operate equipment used as educational aids.
- Operate modern office equipment.
- Interact effectively and sensitively with individuals from diverse backgrounds.
- Read, write and understand the English language.

- Communicate clearly and concisely, both orally and in writing.

**Ability to:**

- Maintain confidentiality.
- Understand District and school site organization, operations, and objectives.
- Establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work.
- Work independently.
- Print and write legibly.
- Understand and follow oral and written directions.
- Communicate effectively with students and adults both orally and in writing.
- Work with discretion and maintain confidentiality.
- Observe and manage student behavior according to approved policies and procedures.
- Operate instructional and office equipment, including computers, copiers, and audio-visual equipment.
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training/educational environment.
- Understand and follow oral and written instructions.
- Establish and maintain cooperative working relationships with children and adults.
- Follow accepted principles, practices, rules, and regulations for feeding, toileting, lifting, and caring for special education students.
- Successfully complete district-identified Speech Language Pathology Assistant trainings.

**EXPERIENCE, EDUCATION, AND TRAINING GUIDELINES:**

*Any combination equivalent to experience and training that would provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be:*

**Experience & Training:**

- Associate of Arts Degree and a certificate of completion of a Speech-Language Pathology Assistant program or Bachelor's degree in speech- language pathology or communication disorders.

**SPECIAL REQUIREMENTS**

- Must pass the competency exam of the classification as designated by the Classified Human Resources Department.

**License and Certificate Requirement:**

- Registration with the State of California Department of Consumer Affairs Board of Speech-Pathology and Audiology at the time of application and maintain current registration throughout employment in this classification.
- Possess and maintain an appropriate, valid driver's license and safe driving record.

**Conditions of Employment:**

- Possess and maintain proof of current automobile insurance.
- Use of personal vehicle to travel to multiple worksites and locations, as needed.

**PHYSICAL DEMANDS:**

*Essential duties require the following physical skills and work environment:*

- Exposure to students who exhibit unpredictable behaviors including, but not limited to, offensive language, verbal threats, yelling, hitting, kicking, spitting, scratching, biting, and eloping.
- Please refer to the "Instructional Paraprofessional" Job Analysis for additional information. Employee should follow the Physical Demands of the Instructional Paraprofessional Job Analysis with a focus on the Physical Demands of the job. This Job Analysis will be deemed in effect until a new Job Analysis can be created specifically for this position.

Speech and Language Pathology Assistance							
SCHOOL DISTRICT	JOB TITLE	Step 1		Median Calculation			
Yuba City Unified School District	No Comparable Job Description			23.61		x	
Thermalito Union Elementary School District	Speech-Language Pathology Assistant (SLPA)	26.46		25.61		x	
Shasta Union High School District	No Comparable Job Description			26.46	26.73		
Twin Rivers	Speech and Language Therapy Assistant	26.99		26.99			
Marysville Joint Unified School District	Speech - Language Pathology Assistant	23.15		28.31		x	
Natomas Unified School District	Speech and Language Pathology Assistant	25.61		28.83		x	
Chico Unified School District	No Comparable Job Description						
Oroville Union High School District	No Comparable Job Description						
Corning Union High School	No Comparable Job Description						
Red Bluff Joint Union High School District	No Comparable Job Description						
Oroville City Elementary School District	No Comparable Job Description						
Paradise Unified School District	No Comparable Job Description						
San Juan Unified School District	Speech & Language Pathology Assistant	28.31					
Corning Elementary School District	Speech Language Pathology Assistant	28.83					
Sutter Union High School District	No Comparable Job Description						
Palermo Union School District (K-8)	No Comparable Job Description						
	TOTAL	159.35					
	Average	26.56					
	Median of all Comparable Districts	26.73					
	Nearest Level Range = Level 10 Range 22	27.32	0.20				
CSEA Zone 2	No Information Available		0.59	27.32			



**CHICO UNIFIED SCHOOL DISTRICT**  
1163 East 7<sup>th</sup> Street | Chico, CA 95928 | 530-891-3000

**CSEA, Chapter 110**  
**2023/24 Salary Schedule**

ALPHABETICAL LIST OF CLASSES AND SALARY RANGES BY LEVEL OF RESPONSIBILITY

	CLASSIFICATION TITLE	RANGE	SALARY RANGE
<b><u>LEVEL 0</u></b>			
<b><u>LEVEL 1</u></b>			
	Cafeteria Assistant	4	\$17.52-27.17
	Custodian	4	\$17.52-27.17
	Library Clerk	4	\$17.52-27.17
	Passenger Van Driver	4	\$17.52-27.17
	Transportation Special Education Aide	4	\$17.52-27.17
	Account Clerk	5	\$17.93-27.83
<b><u>LEVEL 1.5</u></b>			
	Baker Assistant	6	\$18.40-28.51
	Bicultural Liaison	6	\$18.40-28.51
	Cafeteria Assistant Cook Manager	6	\$18.40-28.51
	Cafeteria Cook Small School	6	\$18.40-28.51
	Cafeteria Satellite Manager	6	\$18.40-28.51
	Roving Cafeteria Assistant Cook Manager	6	\$18.40-28.51
<b><u>LEVEL 2</u></b>			
	Campus Supervisor	7	\$18.83-29.21
	Delivery Worker	7	\$18.83-29.21
	Elementary Counseling Assistant	7	\$18.83-29.21
	Grounds Worker	7	\$18.83-29.21
	Health Assistant	7	\$18.83-29.21
	Impacted Language Liaison, Hmong/Lao	7	\$18.83-29.21
	Library Media Assistant	7	\$18.83-29.21
	Office Assistant	7	\$18.83-29.21
	Office Assistant Elementary Attendance	7	\$18.83-29.21
	Stock Clerk	7	\$18.83-29.21
	Instructional Assistant-Computers	7.1	\$18.95-29.40
	Instructional Assistant-Vocational Education	7.1	\$18.95-29.40
	Instructional Paraprofessional	7.1	\$18.95-29.40
	Instructional Paraprofessional Specialized-Visually Impaired	7.1	\$18.95-29.40
<b><u>LEVEL 3</u></b>			
	Instructional Assistant-Bilingual	9	\$19.77-30.69
	Instructional Assistant-Multicultural	9	\$19.77-30.69
	Office Assistant Elementary Attendance-Bilingual	9	\$19.77-30.69
	Preschool Assistant	9	\$19.77-30.69
	Sr Grounds Worker	9	\$19.77-30.69
	Sr Library Clerk	9	\$19.77-30.69
	Sr Library Media Assistant	9	\$19.77-30.69
	Sr Office Assistant	9	\$19.77-30.69
	Cafeteria Cook Manager 1	10	\$20.29-31.45
	Small School Office Manager	10	\$20.29-31.45
	Sr Custodian	10	\$20.29-31.45
	Targeted Case Manager/Family Liaison	10	\$20.29-31.45

**LEVEL 4**

Sr Account Clerk	11	\$20.78-32.23
Targeted Case Manager/Family Liaison-Bilingual	12	\$21.30-33.04

**LEVEL 5**

Bakery Manager	13	\$21.81-33.83
Cafeteria Cook Manager 2	13	\$21.81-33.83
Maintenance Worker	13	\$21.81-33.83
Administrative Specialist	14	\$22.36-34.67
Instructional Paraprofessional-Intensive Behavior Interventionist	14	\$22.36-34.67
School Bus Driver, Type 1 & 2	14	\$22.36-34.67
School Bus Driver/Utility Worker	14	\$22.36-34.67
School Office Manager	15	\$22.91-35.54

**LEVEL 6**

Accounting Technician	16	\$23.46-36.42
Buyer	16	\$23.46-36.42
Maintenance & Operations Coordinator	16	\$23.46-36.42
Nutrition Services Purchasing Warehouse Coordinator	16	\$23.46-36.42
Storekeeper	16	\$23.46-36.42
Transportation Driver Trainer/Instructor	16	\$23.46-36.42
Computer Technician	17	\$24.03-37.30
Registrar	17	\$24.03-37.30
Financial Specialist	18	\$24.63-38.20
Sr Maintenance Worker-Carpenter	18	\$24.63-38.20
Sr Maintenance Worker-Electrician	18	\$24.63-38.20
Sr Maintenance Worker-HVAC	18	\$24.63-38.20
Sr Maintenance Worker-HVAC/Refrigeration	18	\$24.63-38.20
Sr Maintenance Worker-Painter	18	\$24.63-38.20
Sr Maintenance Worker-Plumber	18	\$24.63-38.20
Sr Maintenance Worker-Sprinkler System	18	\$24.63-38.20
Transportation Coordinator	18	\$24.63-38.20

**LEVEL 8**

Computer Technician-Training Specialist	20	\$25.87-40.13
Licensed Nurse	20	\$25.87-40.13
Payroll/Benefits Technician	20	\$25.87-40.13
Sr Equipment Mechanic	20	\$25.87-40.13

**LEVEL 10**

Accountant	21	\$26.52-41.12
Security Systems – Locksmith	21	\$26.52-41.12
Telecommunications Specialist	21	\$26.52-41.12
Lead Mechanic	22	\$27.32-42.41
Instructional Paraprofessional Specialized-Hearing Impaired/Deaf	23	\$28.00-43.46
Maintenance Specialist	23	\$28.00-43.46

**LEVEL 12**

	25	\$29.43-45.67
--	----	---------------

**LEVEL 14**

Certified Occupational Therapy Assistant	28	\$32.65-50.67
Network Analyst	28	\$32.65-50.67
Coordinator-Student Information	29	\$33.81-52.44
Data & Assessment Analyst	29	\$33.81-52.44
Information Systems Analyst	29	\$33.81-52.44

**LEVEL 18**

Behavior Specialist	45	\$50.69-74.88
---------------------	----	---------------

CHICO UNIFIED SCHOOL DISTRICT										
CSEA, Chapter 110, HOURLY SALARY SCHEDULE - 2023/24										
STEP	1	2	3	4	5	10	15	20	25	
R A N G E	1	\$16.28	\$17.08	\$17.93	\$18.83	\$19.77	\$20.78	\$21.81	\$22.91	\$25.24
	2	\$16.67	\$17.52	\$18.40	\$19.30	\$20.29	\$21.30	\$22.36	\$23.46	\$25.87
	3	\$17.08	\$17.93	\$18.83	\$19.77	\$20.78	\$21.81	\$22.91	\$24.03	\$26.52
	4	\$17.52	\$18.40	\$19.30	\$20.29	\$21.30	\$22.36	\$23.46	\$24.63	\$27.17
	5	\$17.93	\$18.83	\$19.77	\$20.78	\$21.81	\$22.91	\$24.03	\$25.24	\$27.83
	6	\$18.40	\$19.30	\$20.29	\$21.30	\$22.36	\$23.46	\$24.63	\$25.87	\$28.51
	7	\$18.83	\$19.77	\$20.78	\$21.81	\$22.91	\$24.03	\$25.24	\$26.52	\$29.21
	7.1	\$18.95	\$19.91	\$20.89	\$21.95	\$23.04	\$24.19	\$25.40	\$26.68	\$29.40
	8	\$19.30	\$20.29	\$21.30	\$22.36	\$23.46	\$24.63	\$25.87	\$27.17	\$29.94
	9	\$19.77	\$20.78	\$21.81	\$22.91	\$24.03	\$25.24	\$26.52	\$27.83	\$30.69
	10	\$20.29	\$21.30	\$22.36	\$23.46	\$24.63	\$25.87	\$27.17	\$28.51	\$31.45
	11	\$20.78	\$21.81	\$22.91	\$24.03	\$25.24	\$26.52	\$27.83	\$29.21	\$32.23
	12	\$21.30	\$22.36	\$23.46	\$24.63	\$25.87	\$27.17	\$28.51	\$29.94	\$33.04
	13	\$21.81	\$22.91	\$24.03	\$25.24	\$26.52	\$27.83	\$29.21	\$30.69	\$33.83
	14	\$22.36	\$23.46	\$24.63	\$25.87	\$27.17	\$28.51	\$29.94	\$31.45	\$34.67
	15	\$22.91	\$24.03	\$25.24	\$26.52	\$27.83	\$29.21	\$30.69	\$32.23	\$35.54
	16	\$23.46	\$24.63	\$25.87	\$27.17	\$28.51	\$29.94	\$31.45	\$33.04	\$36.42
	17	\$24.03	\$25.24	\$26.52	\$27.83	\$29.21	\$30.69	\$32.23	\$33.83	\$37.30
	18	\$24.63	\$25.87	\$27.17	\$28.51	\$29.94	\$31.45	\$33.04	\$34.67	\$38.20
	19	\$25.24	\$26.52	\$27.83	\$29.21	\$30.69	\$32.23	\$33.83	\$35.54	\$39.15
	20	\$25.87	\$27.17	\$28.51	\$29.94	\$31.45	\$33.04	\$34.64	\$36.42	\$40.13
	21	\$26.52	\$27.83	\$29.21	\$30.69	\$32.23	\$33.83	\$35.54	\$37.30	\$41.12
	22	\$27.32	\$28.70	\$30.12	\$31.67	\$33.22	\$34.87	\$36.62	\$38.45	\$42.41
	23	\$28.00	\$29.40	\$30.88	\$32.42	\$34.08	\$35.76	\$37.55	\$39.43	\$43.46
	24	\$28.72	\$30.14	\$31.68	\$33.23	\$34.89	\$36.65	\$38.49	\$40.40	\$44.52
	25	\$29.43	\$30.90	\$32.43	\$34.09	\$35.77	\$37.56	\$39.45	\$41.43	\$45.67
	26	\$30.46	\$32.01	\$33.61	\$35.27	\$37.04	\$38.89	\$40.83	\$42.89	\$47.26
	27	\$31.56	\$33.14	\$34.78	\$36.52	\$38.37	\$40.25	\$42.27	\$44.38	\$48.92
	28	\$32.65	\$34.29	\$36.01	\$37.79	\$39.69	\$41.69	\$43.79	\$45.95	\$50.67
	29	\$33.81	\$35.49	\$37.28	\$39.13	\$41.10	\$43.15	\$45.32	\$47.58	\$52.44
	30	\$35.00	\$36.74	\$38.59	\$40.51	\$42.53	\$44.65	\$46.90	\$49.25	\$54.30
	45	\$50.69	\$53.22	\$55.88	\$58.68	\$61.61	\$64.68	\$67.92	\$71.32	\$74.88

## JOB ANALYSIS - Instructional Paraprofessional Specialized -Visually Impaired

JOB ANALYST: Carrie Alcaraz, MA, CRC	DATE OF ANALYSIS:
PHONE #: (925) 326-8203	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: Education Department

### General Description:

Under general supervision of assigned management employee, assists certificated staff in providing specialized assistance to visually impaired and blind students who may also possess additional disabilities, by adapting instructional curricula into alternative formats such as Braille, large print, tactile graphics, and aural media. Promote a climate for student independence, teacher/student interaction, classroom socialization, and equal opportunities for full inclusion of classroom experience.

### Essential Job Functions:

- Assist in planning and implementing learning experiences for students.
- Provides instructional assistance and tutoring for visually impaired students in reading, writing, and Nemeth Math Code; assist students in note taking with the use of special equipment as required.
- Utilizes and assists in the use of specialized computers, software, and other Braille devices to transcribe instructional materials into Braille for use by visually impaired students. Adapts print materials specific to individual need.
- Adheres to techniques, standards, and guidelines established by the Braille Authority of North America.
- Assists students in the use of a variety of supplementary instructional materials, including large print, tactile illustrations, low vision, and aural media aids using specialized equipment.
- Provide physical and/or mobility assistance to special needs students, as needed.
- Prepares and creates reports, as directed.
- Perform related duties as directed by supervisor or classroom teacher.

### Required Knowledge Skill and Abilities

**Knowledge of:** Proper childcare techniques. Techniques and methods of child supervision. Cultural and physical differences and needs of children in assigned program. College-level English and math with the ability to translate into Braille code. Modern office methods, practices, procedures, and equipment.

**Skill/Ability to:** Learn growth and development principles of children. Patiently and effectively work with students of differing backgrounds. Learn basic first aid and safety requirements. Physically perform job tasks. Communicate clearly and concisely, both orally and in writing. Successfully complete the appropriate Braille Codes & Calculations certification course as designated by District. Establish and maintain effective working relationships with those contacted in the course of work. Participate as a contributing member of the educational team.



## Physical Demands:

The Physical Demands under the U.S. Department of Labor:

Strength Level	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

**STANDING:** *Remaining on one's feet in an upright position at a workstation without moving about.*

**Occasionally to Frequently.** Standing occurs intermittently throughout the workday while in place during student instruction, while observing students, while assisting student in place, while preparing instructional materials, and other incidental activities.

**WALKING:** *Moving about on foot.*

**Occasionally to Frequently.** Walking occurs intermittently throughout the workday while walking to and from facilities, to and from classrooms, within the classroom, to assist students' mobility assistance such as guiding students on and off school bus and to classes, and other related activities.

**SITTING:** *Remaining in the normal seated position.*

**Occasionally to Frequently.** Sitting occurs intermittently throughout the day while driving to different school sites; while typing reports, preparing instructional materials, and handwriting; while instructing students at desks, and other related activities.

**LIFTING:** *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
Under 10 lbs.					X		Floor to Overhead
10 – 20 lbs.				X			Floor to Mid-torso
21 – 35 lbs.	X						Floor to Waist
36 – 50 lbs.	X						Floor to Waist
51 - 75 lbs.	X						Floor to Waist
76 - 100 lbs.	X						Floor to Waist

Typical or representative items lifted (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and backpacks

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 20 lbs. are usually lifted using an assistive device, or with assistance from staff.

**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
Under 10 lbs.					<b>X</b>		<b>Any distance walked</b>
10 – 20 lbs.				<b>X</b>			<b>Any distance walked</b>
21 – 35 lbs.	<b>X</b>						<b>Any distance walked</b>
36 – 50 lbs.	<b>X</b>						<b>Any distance walked</b>
51 – 75 lbs.	<b>X</b>						<b>Any distance walked</b>
76 – 100 lbs.	<b>X</b>						<b>Any distance walked</b>

Typical or representative items carried (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and backpacks

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 20 lbs. are usually carried using an assistive device, or with assistance from staff.

**PUSHING/PULLING:** *To exert force on or against an object in order to move it away, OR to draw towards oneself, in a particular direction or into a particular position.*

**0 - 20 lbs. - Occasionally.** Pushing or pulling force is used to move and maneuver objects, supplies, desk items, instructional equipment, printers, dollies, opening/closing doors, drawers, and sliding equipment in/out of position. Occurs routinely and intermittently for short durations. Force is applied with hands/arms unilaterally or bilaterally, and with the upper torso.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

**Occasionally.** Climbing one to two flights of stairs or ramps depending on location. This occurs intermittently and for a short duration.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces.*

**Rarely.** A general sense of balance is required for any incidental unlevel ground according to school site grounds. The surfaces may be slippery depending on weather and wet floors.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees- Occasionally.** Forward bending at or above waist level occurs routinely and intermittently during workday to access supplies, equipment, and when performing routine instructional tasks. Duration is commonly intermittent and in short duration.



**45 Degrees- Occasionally.** Forward bending below waist level occurs briefly and intermittently during the workday to access materials and equipment.



**90 Degrees- Infrequently.** Full forward bending below waist level is infrequent and will occur to access below waist level to floor level items and supplies.

**TWISTING/TURNING:** *Rotating the torso. This includes turning of upper and lower back, and hips.*

**Rarely to Frequently, 0-45 degrees.** A slight twist (0 - 20/30 degrees) will occur routinely when accessing various areas, material, equipment, during instruction, etc. Twisting will involve upper and/or lower body turning and pivoting in standing or seated positions.

**KNEELING:** *Bending legs at knees to come to rest on knee or knees.*

**Never.** Kneeling is not performed as part of essential tasks or duties.

**CROUCHING/SQUATTING:** *Bending body downward and forward by bending legs and spine.*

**Rarely.** Crouching or squatting rarely occurs when retrieving floor level items or materials as is a non-routine task.

**CRAWLING:** *Moving about on hands and knees or hands and feet.*

**Never.** Crawling is not performed as part of essential tasks or duties.

## NECK POSITIONS:

**Extension: 0 - 90 degrees: Rarely.** Looking upward to glance to inspect or view upper-level items and instructional materials.

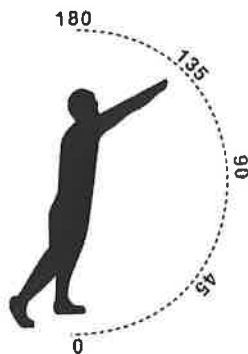
**Flexion: 0 - 90 degrees: Occasionally to Frequently.** Looking downward occurs to view immediate surroundings, perform routine work tasks, pick up and move items. Neck flexion will occur as a quick glance as well as a sustained position to perform daily tasks such as student instruction, writing, typing, and preparing instructional materials.

**Left/Right Lateral Rotation: 0 - 45+ degrees: Occasionally.** Glancing left and right will occur when driving or during routine work activities. Generally, left or right rotation will occur as brief glances.

**Left/Right Lateral Flexion: 0 - 45 degrees: Infrequently.** Tilting the head left or right will occur when viewing from behind an obstacle, or to gain a better view of object or task.

**REACHING:** *Extended hand(s) and arm (s) in any direction.*

**Forward:** Forward reaching occurs routinely to access items and perform routine tasks. Full forward and partial forward reaching occur bilaterally and unilaterally left or right to the frequencies indicated below:



**135 to 180 Degrees - Infrequently**

**90 to 135 Degrees - Rarely**

**45 to 90 Degrees - Frequently**

**Below 45 Degrees - Occasionally**

**Abduction (Side reaching 0 - 180 Degrees): Rarely.** Signaling to others when assisting others or moving equipment. This may require abduction with either right or left arm.

**Horizontal Abduction (0 -90 Degrees)/Horizontal Adduction (0 - 45 Degrees): Rarely.**

Horizontal abduction or adduction will be necessary when transferring materials in the course of performing regular duties, or to position materials or move equipment.

**HANDLING:** *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

**Frequently to Constantly.** Holding, gripping, turning with one or both hands is required to manipulate items such as instructional materials, equipment, to position items, and while driving vehicle to steer. Handling is intermittent and duration varies from seconds to minutes.

**FINGERING:** *Picking, pinching, touching, feeling, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling, and keystroking.*

**Frequently.** Fine finger tasks are performed while typing, writing, and for fine finger manipulation throughout the course of the workday; this includes using touch pads, keyboards or dials, switches, and other miscellaneous actions. Fingering will be repetitive and/or intermittent with whole hand functions.

**TALKING:** *Expressing or exchanging ideas by means of spoken words.*

**Frequently:** Speaking is required to effectively communicate with students, co-workers, supervisors, and school site personnel on a regular basis; and anyone with whom contact is made during work. Speaking is performed at a normal volume to be understood using communication devices is required.

**HEARING:** *Perceiving the nature of sounds by ear.*

**Frequently.** Normal, near normal, or corrected to-hearing is required to detect unusual sounds and noises; to listen to students, co-workers, supervisors, and school site personnel on a regular basis; and anyone with whom contact is made during work.

**SEEING:**

**Constantly:** Normal, near normal or corrected to-vision is required to perform all job tasks effectively and accurately. The ability for near acuity (< 20 inches), far acuity (> 20 feet), depth perception, field of vision, accommodation (adjusting focus), and color identification is required.

**ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)**

- ☒ [ X ] Weather - Approximately 90 % inside 10 % outside Varies considerably on seasonal basis, as well as with location of instructional task.
- ☐ [ ] Extreme Cold
- ☐ [ ] Extreme Heat
- ☒ [ X ] Noise intensity level - Varies low to average levels.
- ☐ [ ] Vibration
- ☒ [ X ] Atmospheric Conditions - All ambient conditions, dust, odors, weather, etc.
- ☐ [ ] Electrical Shock
- ☐ [ ] Work in High Exposed Places - Performs work from ladders, scissor lift, on roof tops, etc.
- ☐ [ ] Radiation (i.e. X-ray)
- ☐ [ ] Explosives
- ☐ [ ] Toxic or Caustic Chemicals - Some glues, joint compounds, or soldering materials
- ☐ [ ] Proximity to Moving Mechanical Parts
- ☐ [ ] Other Environmental Conditions - Air and blood borne pathogens, biological spills.

**PSYCHOLOGICAL FACTORS:**

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions are dependent upon clear understanding of methods and procedures and the exact nature of the work assignment. Periods of concentration are required to complete tasks in a

timely and accurate manner and to achieve proper set limits, tolerances and/or standards due to the purpose and function of the position.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 50% of tasks involve routine tasks that are performed over the course of the workday or are repetitive in nature. Scheduled instructional tasks may be repeated throughout the workday at one or more school sites. As tasks are performed at any one of the District's facilities, the location of these sites, where students are located, and who responsible parties are must be remembered, as well as the critical factor of remembering and applying routine work procedures. General information will be provided regarding procedures or policies to supervisors, co-workers, and site staff and will involve asking questions or requesting assistance.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform at a consistent pace.*

100% of job functions involve timelines to complete tasks and adherence to a designated schedule. Assignments are made based on priority to the District as they affect the general safety and educational team and the effectiveness of educational programs. Maintaining regular attendance and punctuality is important to minimize the effect on students, other workers, and the educational program. Work assignments may be based on a deadline for completion. Work tasks require mental and physical stamina to perform tasks at a regular and/or consistent pace to maintain student progress, educational standards, guidelines, and performance.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances, and standards.*

Approximately 50% of job tasks involve coordination of activities, and/or the ability to analyze or troubleshoot more complex arrangements in the instructional assistance and tutoring of the visually impaired students for planning, implementing, and allowing an effective learning experience. Assessing potential needs for current or potential work requires analysis or synthesis of multiple factors related to critical nature of situation, time, materials, and the technical nature of the assignment.

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

100% of job functions involve the ability to relate to students, coworkers, personnel staff, supervisors, and others encountered in the course of work. Work is performed in or around public-school campuses or district offices where a variety of people will be encountered on a regular basis. Worker

must possess the ability to establish, foster and maintain effective working relationships with those contacted in the course of work.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct others; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

50% of job functions involve patiently directing, or influencing others where interaction with students and persons is necessary. Proper behavior, language, and word usage is important, especially when dealing with students, or where students are present. At all times, the ability to interact appropriately and patiently with people is required.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

100% of job functions involve the ability to recognize student and personnel safety and follow appropriate precautions, remember detailed instructions, and to use good judgment based on available and appropriate information.

8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct, or supervise people; and the ability to respond appropriately to changes in work conditions.*

The Instructional Paraprofessional Specialized -Visually Impaired must respond appropriately to changes in work conditions, including changes to a regular daily schedule due to a higher priority, re-routing, or re-organizing tasks in order to fill in at another work assignment, or to accept other related tasks based on the needs of the Education Department.

GENEX Services, 5025 Arnold Avenue, Ste. 170, McClellan, CA 95652 Phone: (800)477-0626 Fax: (877) 211-6860

## **JOB ANALYSIS - Targeted Case Manager – Family Liaison, Bilingual**

JOB ANALYST: Carrie Alcaraz, MA, CRC	DATE OF ANALYSIS:
PHONE #: (925) 326-8203	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: Education Department

### **General Description:**

Under general supervision of a management employee, this position performs site and home-based case management services.

### **Essential Job Functions:**

- Works with the parents, both at school and in the home environment, to assist them with school problems, (academic, behavior, health and attendance), and family concerns whenever they can be of assistance.
- May be required to adjust his/her schedule to include evening meetings.
- Works with school personnel to determine needs of students to be served through Student Study Team involvement, parent/teacher conferences, and IEP meetings.
- Attends regular staff meetings and workshops, as required.
- Assists parents in accessing services, scheduling appointments, transportation.
- Adjusts to flexible hours as needed for home visitations.
- Maintain on-going and monthly case management reports, target case management logs, contact notes, development of family plans and individual health service plans.
- Make home visits, as required.
- Provide classroom support and student observations, as necessary.
- Performs related duties and responsibilities as required.

### **Required Knowledge Skill and Abilities**

**Knowledge of:** Correct English usage, spelling, grammar, sentence structure and punctuation. Modern office practices, including computer equipment and applicable software.

**Skill/Ability to:** Ability to work in a standard office environment; ability to travel to different locations. Operate standard office machines including calculators, computers and copy machines. Speak and translate from and to English and designated second language. Work effectively with parents and students of all socio-economic and ethnic backgrounds. Accurately file and retrieve information. Understand and carry out oral and written instructions. Compile records accurately, and complete reports based upon information obtained. Work in the home environment in instruction with literacy-based education and developmentally appropriate practices. Establish, maintain, and foster positive and harmonious working relationships with students, staff, parents, and the public.



## Physical Demands:

The Physical Demands under the U.S. Department of Labor:

Strength Level	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

**STANDING:** *Remaining on one's feet in an upright position at a workstation without moving about.*

**Occasionally.** Standing occurs intermittently and occasionally throughout the workday during teacher, student, staff, and parent interaction, while observing students, while conducting home visits, while preparing materials, and other incidental activities.

**WALKING:** *Moving about on foot.*

**Occasionally.** Walking occurs intermittently throughout the workday while walking to and from vehicle to students' homes, while walking to and within facilities.

**SITTING:** *Remaining in the normal seated position.*

**Frequently.** Sitting occurs intermittently throughout the day while driving to different school sites, student homes and other educational facilities; occurs while typing reports, documenting case logs, contact notes, preparing materials, and handwriting; sitting occurs while attending workshops, IEP meetings, staff meetings, parent/teacher conferences; sitting occurs while driving and other related activities.

**LIFTING:** *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
Under 10 lbs.					<b>X</b>		Floor to Overhead
10 – 20 lbs.			<b>X</b>				Floor to Mid-torso
21 – 35 lbs.	<b>X</b>						Floor to Waist
36 – 50 lbs.	<b>X</b>						Floor to Waist
51 - 75 lbs.	<b>X</b>						Floor to Waist
76 - 100 lbs.	<b>X</b>						Floor to Waist

Typical or representative items lifted (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and backpacks

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 20 lbs. are usually lifted using an assistive device, or with assistance from staff.

**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
Under 10 lbs.					<b>X</b>		<b>Any distance walked</b>
10 – 20 lbs.				<b>X</b>			<b>Any distance walked</b>
21 – 35 lbs.	<b>X</b>						<b>Any distance walked</b>
36 – 50 lbs.	<b>X</b>						<b>Any distance walked</b>
51 – 75 lbs.	<b>X</b>						<b>Any distance walked</b>
76 – 100 lbs.	<b>X</b>						<b>Any distance walked</b>

Typical or representative items carried (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and case logs.

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 10 lbs. are usually carried to and from the vehicle to student homes or within facilities.

**PUSHING/PULLING:** *To exert force on or against an object in order to move it away, OR to draw towards oneself, in a particular direction or into a particular position.*

**0 - 10 lbs. - Occasionally.** Pushing or pulling force is used to move and maneuver objects, supplies, desk items, instructional equipment, printers, opening/closing doors, drawers, and sliding equipment in/out of position. Occurs routinely and intermittently for short durations. Force is applied with hands/arms unilaterally or bilaterally, and with the upper torso.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

**Occasionally.** Climbing one to two flights of stairs or ramps depending on location. This occurs intermittently and for a short duration.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces.*

**Rarely.** A general sense of balance is required for any incidental unlevel ground according to school site grounds. The surfaces may be slippery depending on weather and wet floors.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees- Occasionally.** Forward bending at or above waist level occurs routinely and intermittently during workday to access supplies, equipment, and when performing routine tasks. Duration is commonly intermittent and in short duration.



**45 Degrees- Rarely.** Forward bending below waist level occurs briefly and intermittently during the workday to access materials and equipment.



**90 Degrees- Infrequently.** Full forward bending below waist level is infrequent and will occur to access below waist level to floor level items and supplies.

**TWISTING/TURNING:** *Rotating the torso. This includes turning of upper and lower back, and hips.*

**Rarely to Frequently, 0-45 degrees.** A slight twist (0 - 20/30 degrees) will occur routinely when accessing materials, driving, retrieving items, etc. Twisting will involve upper and/or lower body turning and pivoting in standing or seated positions.

**KNEELING:** *Bending legs at knees to come to rest on knee or knees.*

**Never.** Kneeling is not performed as part of essential tasks or duties.

**CROUCHING/SQUATTING:** *Bending body downward and forward by bending legs and spine.*

**Rarely.** Crouching or squatting rarely occurs when retrieving floor level items or materials as is a non-routine task.

**CRAWLING:** *Moving about on hands and knees or hands and feet.*

**Never.** Crawling is not performed as part of essential tasks or duties.

## NECK POSITIONS:

**Extension: 0 - 90 degrees: Rarely.** Looking upward to glance to inspect or view upper-level items, and while retrieving upper shelf placed materials.

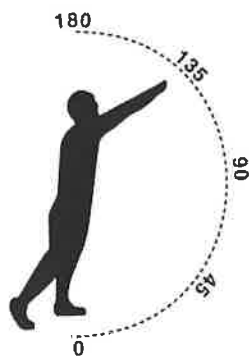
**Flexion: 0 - 90 degrees: Occasionally to Frequently.** Looking downward occurs to view immediate surroundings, perform routine work tasks, and picking up or moving items. Neck flexion will occur as a quick glance as well as a sustained position to perform daily tasks such as writing, typing, and working at desk.

**Left/Right Lateral Rotation: 0 - 45+ degrees: Occasionally.** Glancing left and right will occur when driving or during routine work activities. Generally, left, or right rotation will occur as brief glances.

**Left/Right Lateral Flexion: 0 – 45 degrees: Infrequently.** Tilting the head left or right will occur when viewing from behind an obstacle, or to gain a better view of object or task.

**REACHING:** *Extended hand(s) and arm (s) in any direction.*

**Forward:** Forward reaching occurs routinely to access items and perform routine tasks. Full forward and partial forward reaching occur bilaterally and unilaterally left or right to the frequencies indicated below:



**135 to 180 Degrees - Infrequently**

**90 to 135 Degrees - Rarely**

**45 to 90 Degrees - Frequently**

**Below 45 Degrees - Occasionally**

**Abduction (Side reaching 0 - 180 Degrees): Rarely.** Signaling to others when assisting others or moving equipment. This may require abduction with either right or left arm.

**Horizontal Abduction (0 -90 Degrees)/Horizontal Adduction (0 - 45 Degrees): Rarely.**

Horizontal abduction or adduction will be necessary when transferring materials while performing regular duties, or to position materials or move equipment.

**HANDLING:** *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

**Frequently to Constantly.** Holding, gripping, turning with one or both hands is required to manipulate items such as instructional materials, equipment, to position items, and while driving vehicle to steer. Handling is intermittent and duration varies from seconds to minutes.

**FINGERING:** *Picking, pinching, touching, feeling, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling, and keystroking.*

**Frequently.** Fine finger tasks are performed while typing, writing, and for fine finger manipulation throughout the course of the workday; this includes using touch pads, keyboards or dials, switches, and other miscellaneous actions. Fingering will be repetitive and/or intermittent with whole hand functions.

**TALKING:** *Expressing or exchanging ideas by means of spoken words.*

**Frequently to Constantly:** Speaking is required to effectively communicate with students, co-workers, supervisors, parents, public, school site personnel and anyone with whom contact is made during work. Speaking is performed at a normal volume to be understood with or without communication devices such as a telephone is required.

**HEARING:** *Perceiving the nature of sounds by ear.*

**Frequently to Constantly.** Normal, near normal, or corrected to-hearing is required for ordinary listening and to hear for any unusual sounds and noises; listens to students, co-workers, supervisors, parent, the public, while driving, and for anyone with whom contact is made during work.

**SEEING:**

**Constantly:** Normal, near normal or corrected to-vision is required to perform all job tasks effectively and accurately. The ability for near acuity (< 20 inches), far acuity (> 20 feet), depth perception, field of vision, accommodation (adjusting focus), and color identification is required.

**ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)**

- ☒ [ X ] Weather - Approximately 90% inside 10% outside Varies considerably on seasonal basis, as well as with location of task.
- ☐ [ ] Extreme Cold
- ☐ [ ] Extreme Heat
- ☒ [ X ] Noise intensity level - Varies low to average levels.
- ☐ [ ] Vibration
- ☒ [ X ] Atmospheric Conditions - All ambient conditions, dust, odors, weather, etc.
- ☐ [ ] Electrical Shock
- ☐ [ ] Work in High Exposed Places - Performs work from ladders, scissor lift, on roof tops, etc.
- ☐ [ ] Radiation (i.e. X-ray)
- ☐ [ ] Explosives
- ☐ [ ] Toxic or Caustic Chemicals - Some glues, joint compounds, or soldering materials
- ☐ [ ] Proximity to Moving Mechanical Parts
- ☐ [ ] Other Environmental Conditions - Air and blood borne pathogens, biological spills.

**PSYCHOLOGICAL FACTORS:**

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions are dependent upon clear understanding of methods and procedures and the exact nature of the work assignment. Periods of concentration are required to complete tasks in a

timely and accurate manner and to achieve proper set limits, tolerances and/or standards due to the purpose and function of the position.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 50% of tasks involve routine tasks that are performed over the course of the workday or are repetitive in nature. Documentation, logging, and reporting tasks may be repeated throughout the workday. Tasks are performed at any one of the District's facilities, student homes and at desks. General information will be provided regarding procedures or policies to and from supervisors, co-workers, and site staff and will involve asking questions or requesting assistance.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform at a consistent pace.*

100% of job functions involve timelines to complete tasks and adherence to reporting deadlines while meeting other assignment schedules. Assignments are made based on priority to the District as they affect the general safety and educational team and the effectiveness of educational programs. Maintaining regular attendance and punctuality is important to minimize the effect on students, other workers, the educational program, and with school personnel to determine the needs of students to be served. Work tasks require mental and physical stamina to perform tasks at a regular and/or consistent pace to maintain student progress, educational standards, guidelines, and performance.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances, and standards.*

Approximately 50% of job tasks involve coordination of activities, and/or the ability to analyze or troubleshoot more complex arrangements with school personnel, to determine the needs of students being served, to assist students with school problems, (academic, behavior, health and attendance), and address family concerns whenever they can be of assistance. Assessing potential needs for current or potential work requires analysis or synthesis of multiple factors related to the critical nature of situation, time, materials, and the nature of the assignment.

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

100% of job functions involve the ability to relate to students, parents, coworkers, personnel staff, supervisors, and others encountered in the course of work. Work is performed in or around public-school campuses, district offices, at student homes, and where a variety of people will be encountered on a regular basis. Worker must possess the ability to establish, foster and maintain effective working relationships with those contacted in the course of work.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct others; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

50% of job functions involve patiently directing, or influencing others where interaction with students, parents, school personnel, and other persons is necessary. Proper behavior, language, and word usage is important, especially when dealing with students, parents, or where students are present. At all times, the ability to interact appropriately and patiently with people is required.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

100% of job functions involve the ability to recognize student, parent, and school personnel safety or communications and follow appropriate precautions, remember detailed instructions, and to use good judgment based on available and appropriate information.

8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct, or supervise people; and the ability to respond appropriately to changes in work conditions.*

The Targeted Case Manager – Family Liaison, Bilingual personnel must respond appropriately to changes in work conditions, including changes to a regular daily schedule due to a higher priority, adjust to flexible hours as needed for home visitation, re-routing or re-organizing tasks in order to provide needed assistance to students, or to accept other related tasks based on the needs of the Education Department.

GENEX Services, 5025 Arnold Avenue, Ste. 170, McClellan, CA 95652 Phone: (800)477-0626 Fax: (877) 211-6860