

12/5/25  
12:16 pm

## TENTATIVE AGREEMENT

December 5, 2025

The Yolo County Office of Education (“YCOE”) and the Yolo Education Association (“YEA”) (YCOE and YEA collectively the “Parties”) agree on December 5, 2025 to conclude successor contract negotiations for the 2025-2026, 2026-2027, and 2027-2028 school years.

The Parties agree as follows:

**1. Article 19 Salary and Article 21 Benefits.**

**For 2025-2026**

The 2024-2025 salary schedule will be increased by **2.0%** for the 2025-2026 school year, effective July 1, 2025; AND

A \$25 increase to the monthly employer contribution for health benefits (increase monthly from \$825 to \$850; annually from \$9,900 to \$10,200); AND

A one-time retention stipend of \$2,500 to all unit members actively employed anytime during the 2024-2025 school year that continue their employment with YCOE throughout the 2025-2026 school year. The stipend shall be paid in two payments, the first in **January 2026** and the second in May 2026. Employees must be in active status when payments are issued; AND

An **ongoing** SPEAE (“Special Education and Alternative Education”) Certificated Employee stipend of \$1,500 for all certificated staff serving in these programs. These roles require specialized expertise and a deep commitment to students with complex needs who are often not served in traditional district settings. Recognizing both the profound impact of their work and the persistent challenges in recruiting and retaining qualified professionals in these areas, this stipend serves as a meaningful acknowledgment of their contributions and the essential role they play in our educational community. The stipend is retroactive to July 1, 2025, and will be paid in monthly installments with the first payment in January 2026 for the 2025-2026 school year, pro-rated based on FTE not to exceed 1.0 and percentage of years served. Thereafter, the monthly installments will start with the first month of payroll for employees, pro-rated based on FTE not to exceed 1.0 and percentage of years served. Employees must be in active status when payment is issued. (The cost to provide the ongoing SPEAE stipend is 1.22%.)

- 2. Article 13 – Teacher Workday.** *The Parties agree to revise Article 13 as attached.*
- 3. Article 14 – Work Year.** *The Parties agree to revise Article 14 as attached.*
- 4. Article 22 – Leaves.** *The Parties agree to revise Article 22 as attached.*
- 5. Article 27 – Term of Agreement.** *The Parties agree to revise Article 27 as attached.*

**6. Job Descriptions.** *The Parties agree to revise all job descriptions as attached.*

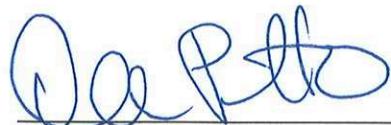
The Parties agree this Tentative Agreement is subject to ratification by the unit and approval of the Superintendent.

For YCOE



Cindy Nguyen  
Assistant Superintendent, Human Resources

For YEA



Dee Pitto  
President, YEA

ARTICLE 13. TEACHING HOURS

4/3/25

CW

13.1 **UNIT MEMBER WORK DAY.** The parties recognize that a unit member's work day is determined by the professional responsibilities of their job and varies from day to day and from assignment to assignment as necessary. The unit member's work day shall be seven (7) hours exclusive of a duty-free lunch period.

13.1.1 The unit member in a classroom assignment shall be on site not less than 30 minutes prior to their instructional assignment.

13.1.2 For Computation purposes in determining hours on leave or circumstances that affect pay warrant or fund distributions, the use of the Hourly Rate of Pay as defined in Article 3, Definitions, Section 3.1.6 will be in effect (per diem divided by 7).

13.2 **FACULTY MEETINGS.** Administrators will endeavor to provide unit members a calendar of all faculty meetings scheduled for that school year biannually, i.e., at the first staff development day in August and prior to the first day of winter break. Faculty meetings shall be scheduled to occur on early release Wednesdays, and will be preceded by a reminder email notice including an agenda to the meeting. Such notice and agenda shall provide reasonable opportunity for unit members to add items to the agenda. Faculty meetings shall include Department/Program meetings. At least one faculty meeting per month is dedicated to staff collaboration. No faculty meetings should be held past 3:30 p.m.

13.2.1 One faculty meeting each month is dedicated and set aside for structured teacher/staff driven collaboration, which may involve administrator suggested topics (e.g., professional development, instructional/behavioral alignment, etc.). These teacher/staff led collaboration meetings will occur on the first workday Wednesday of each month. One additional workday Wednesday per school year (e.g., 5<sup>th</sup> workday Wednesday in a given month) shall be set aside for a teacher/staff led collaboration meeting, which may involve administrator suggested topics as stated in this section. This section shall apply to all YCOE programs, with the exception that satellite programs (e.g., Plainfield, Whitehead, ALS, etc.) may also use some collaboration meeting time to address other needs specific to the individual program.

13.3 **DUTY FREE LUNCH PERIOD.** All members of the bargaining unit shall have a duty-free lunch period of at least thirty (30) consecutive duty free minutes.

13.4 **NON-TEACHING DUTIES.** Non-teaching duties are any duties which are required by the YCOE and which do not involve the instruction of students, exclusive of staff meetings referred to in this Article. Unit members are expected to perform such duties which may include, but are not limited to, parent meetings, participation in student clubs and activities, in-service workshops, Back-to-School Nights, Open House, IEP prep and attendance, and SST Meetings.

Presented to  
on 4/23/25  
at 3:10

**YCOE SUPPOSAL 4.23.25 (revised to respond to YEA counter involving Article 22.9)**

13.4.1 Unit members will be compensated at their per diem rate for non-teaching duties beyond their work day that exceed ten (10) hours per year (pending prior approval). Members are responsible for notifying their supervisors when they have completed ten (10) hours of documented non-teaching duties. The ten (10) hours will be pro-rated based on FTE.

13.4.2 Unit members may submit their request to their supervisor for approval for staff release time during the work day to complete non-teaching duties and/or student assessments.

**13.5 HOME INSTRUCTION.** Home instruction includes duties that are over and above the unit member's work day. Home instruction teachers are expected to perform instruction for a student in the home environment due to the student's inability to attend school because of a medical condition identified through the IEP process. The unit member will be compensated for the additional instructional time at the unit member's per diem rate and will also be compensated mileage to and from the student's home. The home instruction assignment will first be offered to the student's current teacher then offered to other qualified teachers. If no qualified unit member accepts the home instruction assignment the District may seek an external applicant.

[Article 22.9 below would also be revised as indicated below, but does not impact other revisions YCOE will propose to negotiate for Article 22 Leaves during these successor contract negotiations.]

\* **22.9 IN-SERVICE LEAVE.** A unit member shall be entitled to four (4) days of paid leave each school year for the purpose of improving his/her performance. With the Program Manager's approval, such leave may primarily be used to visit classes in other schools or to attend workshops related to his/her performance. Secondarily, and with the Program Manager's approval upon a unit member exhausting the allotted ten (10) hours of per diem time in section 13.4.1 for non-teaching duties, the In-Service Leave in this section may also be used to prepare for IEP meetings, curriculum development, or collaborate with service providers. Agreement as to specific application of this provision shall be worked out by the Program Manager and the unit member.

\* YCOE agrees to provide data on staff use of Art 22.9 leave when commencing negotiations in the 25-26 school year.

6/3/25  
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CW 11:57 am

## ARTICLE 14. WORK YEAR

**14.1 COUNTY OFFICE CALENDAR.** The length of the school term and holidays shall be consistent with the generally accepted practices of Yolo County School Districts. YCOE unit members shall work one hundred and eighty-two (182) days in any one (1) school year.

**14.2 ~~ROP WORK YEAR.~~** The work year for ROP staff shall include the number of assigned instructional days plus two (2).

**14.3 SCHOOL NURSE, SCHOOL PSYCHOLOGIST, MENTAL HEALTH SPECIALIST, AND SPEECH AND LANGUAGE PATHOLOGIST WORK YEAR.**  
The work year ~~for~~ Speech and Language Therapists shall be one hundred and ninety-two (192) days in any one (1) school year beginning with the 2015-16 school year.

6/3/25 DPL/kr

## ARTICLE 22. LEAVES

6/3/25

## 22.2 PARENTAL LEAVE

9:39 am  
(en)

The YCOE shall provide parental leave consistent with the requirements set forth in Assembly Bill 2393 and 375 and Education Code section 44977.5. Specifically, a certificated employee may use their sick leave for purposes of parental leave for a period of up to 12 workweeks. When the employee has exhausted all available and accumulated sick leave, including any leave granted through the Child Bonding Leave Bank (Article 31), and continues to be absent for parental leave, the employee may then use differential leave for the remainder of the 12 workweek period of parental leave, if needed. Parental leave is defined as "leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee." This leave is commonly referred to as "bonding leave". Pursuant to Education Code section 44977.5.

An employee who must be absent from duty because of disability as a result of pregnancy, miscarriage, childbirth, and recovery therefrom is eligible for leave which shall be taken first from available sick leave and then pursuant to subsection 22.1.6. Disabilities of this nature shall be treated as temporary disabilities for all job related purposes and shall be treated as such under any health plan available in connection with employment.

22.2.1 The YCOE shall not refuse to do any of the following solely because of an employee's pregnancy:

- 22.2.1.1 Hire or employ
- 22.2.1.2 Bar or discharge the employee from employment
- 22.2.1.3 Bar the employee from training programs, reassignment or promotion
- 22.2.1.4 Discriminate against the employee in compensation or in terms, conditions, or privileges of employment.

22.2.2 An employee who is absent from duty for the placement of a child with an employee in connection with the adoption or foster care is eligible for parental leave.

22.2.3 An employee who is absent from duty to care for their child or the person who gave birth to their child at the time of birth is eligible for parental leave.

22.2.4 An employee does not have to be married in order to qualify for the benefits provided in this section.

22.2.5 Upon request, the Superintendent may as an alternative to or in combination with parental leave, provide an employee who is a natural, adopting or foster parent an unpaid leave of absence for the purpose of bonding with employee's child. Such leave shall remain in effect no longer than the end of the sixth month following the birth, adoption or initial foster care period of the child. An employee shall notify

the Superintendent that the employee desires to take such leave at least four (4) weeks prior to the anticipated date on which the leave is to commence.

## 22.4 BEREAVEMENT LEAVE

22.4.1 Every unit member shall be entitled to ~~five (5) three (3) consecutive~~ days of ~~paid~~ leave of absence on account of the death of any member of his/her immediate family (three (3) days are without loss of pay with the additional two (2) days as unpaid leave, unless other available qualifying paid leaves are used). Where travel of more than two hundred (200) miles, one way, from the unit member's home is required, the unit member shall be entitled to no more than six (6) consecutive days of paid leave. Immediate Family - The mother (including foster or adoptive), father (including foster or adoptive), parent-in-law, step-parent, legal guardian, or other person who stood in loco parentis to the employee when the employee was a child, grandfather, grandmother, grandchild of the unit member or of the spouse of the unit member, spouse, domestic partner, son, son-in- law, daughter, daughter-in-law, step child, foster son, foster daughter, legal ward, person to whom the employee stands in loco parentis, brother or sister (including related by adoption or common legal parent) of the unit member or spouse, any relative living in the immediate household of the unit member, or any designated person related by blood or whose association with the unit member is the equivalent of a family relationship. The designated person may be identified by the unit member at the time the unit member requests the leave. A unit member may designate only one such person as an "immediate family" member per 12-month period (rolling forward).

22.4.2 This leave shall not be deducted from sick leave.

22.4.3 The YCOE shall require the use of bereavement leave before personal necessity leave days are used for purposes allowed in this paragraph.

22.4.4 For verification, the unit member shall provide information identifying the family relationship of the deceased on the absence reporting system; except in unusual cases where the YCOE may require additional verification of the unit member.

**22.9 IN-SERVICE LEAVE.** A unit member shall be entitled to four (4) days of paid leave each school year for the purpose of improving his/her performance. With the Program Manager's approval, such leave may primarily be used to visit classes in other schools or to attend workshops related to his/her performance. Secondarily, and with the Program Manager's approval upon a unit member exhausting the allotted ten (10) hours of per diem time in section 13.4.1 for non-teaching duties, the In-Service Leave in this section may also be used to prepare for IEP meetings, curriculum development, or collaborate with service providers. Agreement as to specific application of this provision shall be worked out by the Program Manager and the unit member.

22.19

**CRIME VICTIM LEAVE. Unit members are entitled to 12 weeks of unpaid leave if they are the victim of a “qualifying act” as defined in Government Code section 12945.8, or up to ten (10) days unpaid leave if a family member is a victim of a “qualifying act of violence.”**

**22.19.1 “Qualifying act of violence” includes domestic violence; sexual assault; stalking; or an act, conduct, or pattern of conduct that includes: an individual causing bodily injury to another; an individual exhibiting, drawing, brandishing, or using a firearm or other dangerous weapon against another; or an individual using or making a reasonably perceived or actual threat to use force against another individual to cause physical injury or death.**

**22.19.2 “Family Member,” for purposes of the Crime Victim Leave entitlements includes an employee’s parent (including foster or adoptive), parent-in-law, step-parent, legal guardian, or other person who stood in loco parentis to the employee when the employee was a child, grandparent, grandchild of the unit member or of the spouse of the unit member, spouse, domestic partner, child, child-in-law, step child, foster child, legal ward, person to whom the employee stands in loco parentis, sibling (including related by adoption or common legal parent) of the unit member or spouse, or any designated person related by blood or whose association with the unit member is the equivalent of a family relationship. The designated person may be identified by the unit member at the time the unit member requests the leave.**

**22.19.3 A unit member may designate only one such person as an “immediate family” member per 12-month period (rolling forward).**

**22.19.4 Crime Victim Leave may be used to:**

**22.19.4.1 To obtain or attempt to obtain any relief for a family member, including but not limited to a temporary or permanent restraining order, or other injunctive relief, to ensure the health, safety, or welfare of the family member of the victim;**

**22.19.4.2 To seek, obtain, or assist a family member to seek or obtain: medical attention for or to recover from injuries; services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency; or psychological counseling or mental health services; related to qualifying acts of violence (as defined above);**

22.19.4.3 To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;

22.19.4.4 To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare. In circumstances where the employee is not the victim and the family member who is a victim is not deceased as a result of a crime, leave taken for this reason is limited to five days;

22.19.4.5 To provide care to a family member who is recovering from injuries caused by a qualifying act of violence; or

22.19.4.6 To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services; to attend any civil, administrative, or criminal legal proceedings; or to provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult; related to, or as a result of, a qualifying act of violence.

22.19.5 Employees may use paid leave “that is otherwise available to the employee,” including sick leave (when the employee/victim requires time off for a medical reason), personal necessity leave, and/or personal business leave.

22.19.6 Crime Victim Leave taken by the employee runs concurrently with leave taken pursuant to the federal Family and Medical Leave Act (“FMLA”) and/or the California Family Rights Act (“CFRA”), if the employee would be eligible for such leave(s).

22.19.6 If a unit member requests an accommodation for the safety of the employee while at work, the YCOE will engage in a timely, good faith, interactive process with, and provide reasonable accommodations for, an employee who is a victim or whose family member is a victim of a qualifying act of violence for the safety of the employee while at work.

22.19.7 The parties intend for this Section to be interpreted consistent with Government Code section 12945.8.

ARTICLE 27. TERM OF AGREEMENT

4/22/25  
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27.1 **EXPIRATION OF AGREEMENT.** The term of this agreement shall be for three years, from July 1, 2022 2025 through June 30, 2025 2028.

27.2 **REOPENERS.** During each interim year of this Agreement each party may reopen negotiations on salary, health benefits, and two additional Articles.

4/22/25  
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6/3/25 (See Pmts)

## Job Description

### Equal Employment Opportunity

SCHOOL NURSE v2 6.3.25

6/3/25  
(m)

<b>DEPARTMENT/PROGRAM:</b> Special Education	<b>CLASSIFICATION:</b> Certificated Non-Management
<b>DIVISION:</b> Educational Services	<b>SALARY SCHEDULE:</b> School Nurse
<b>REPORTS To:</b> Assigned Supervisor	<b>SALARY RANGE:</b> As Assigned
<b>APPROVAL DATE:</b> 5/3/2018	<b>WORK YEAR:</b> 192
<b>REVISION DATE:</b> TBD	<b>FLSA:</b> Exempt

#### **PURPOSE STATEMENT:**

Under the direction of the assigned supervisor, the School Nurse performs assessments on the health needs of students, developing emergency care plans and individual health plans, incorporating input from parents and/or physicians; complying with the laws relating to student health, including parental and guardian consent, providing appropriate care for ill, medically fragile, and/or injured students, providing health information, training staff, and serving as a resource to teachers, staff, and administrators, and identifying health problems for referral for proper treatment. The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

#### **ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following 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.*

- Administers first aid, medication, and specialized medical treatments for the purpose of providing appropriate care for ill, medically fragile, and/or injured children.
- Administers mandated screenings (e.g., vision, dental, hearing, and/or back/scoliosis screenings, etc.) for the purpose of referring medical conditions and/or providing appropriate care for ill, medically fragile, and/or injured children.
- Assesses situations involving students' safety, abuse (physical, sexual, drug, etc.), and other health-related issues for the purpose of identifying problems, evaluating the health and developmental status of pupils, referring for proper treatment, and complying with legal requirements.
- Collaborates with parents, students, health care providers, and/or public agencies for the purpose of promoting and/or securing student health services, providing information, and complying with legal requirements.

- Implements health care plans for students with health issues or developmental needs (e.g., designing individual specific plans, etc.) for the purpose of meeting the needs of students with chronic health issues and/or accommodation requirements.
- Interprets health and developmental assessments for the purpose of providing information and/or ensuring that health and treatment plans are appropriate.
- Maintains data collection and records for the purpose of providing up-to-date information for meeting state and federal regulatory reporting requirements and data for reimbursements.
- Maintains students' confidential files and records (e.g., immunization records, screenings, physician authorizations, etc.) for the purpose of providing information required by legal and professional standards; completing state reporting requirements.
- Monitors students with chronic illnesses for the purpose of assisting the child in achieving the highest possible functional level.
- Monitors students referred for illness and/or injury for the purpose of attending to their immediate health care concerns and initiating follow-up care.
- Participates in a variety of meetings, workshops, seminars, and interdisciplinary teams for the purpose of gathering, conveying, and/or sharing information on students' health needs, service delivery, and educational programs; and/or improving skills and knowledge.
- Provides home visits to students for the purpose of facilitating follow-up medical care, health and developmental interventions, and/or promoting access to health care providers and/or other community resources.
- Provides training on a variety of health-related subjects and individualized care procedures (e.g., CPR, disaster preparedness, child abuse, health education, medication management, policies and procedures, substance abuse, tracheotomy care, g-tube feeding, food allergies, STD's, hygiene, etc.) for the purpose of training staff in providing specialized care and health procedures in accordance with individual student health requirements and/or acting as a resource to students, teachers, and other school personnel.
- Refers students requiring additional medical attention for the purpose of providing the required follow-up treatment and services.
- Reports health and safety issues to assigned administrators and appropriate agencies (e.g., suspected child or substance abuse, contagious diseases, etc.) for the purpose of maintaining students' personal safety, maintaining a positive learning environment, and complying with regulatory requirements and established guidelines.
- Researches a variety of topics relating to health and medical care (e.g., wellness, nutrition, treatment protocols, childhood diseases, etc.) for the purpose of providing information to staff, students, parents, and the public.
- Responds to emergency medical situations (e.g., severe falls, prescription reactions, bleeding, etc.) for the purpose of ensuring appropriate immediate medical attention and related follow-up action.

#### OTHER DUTIES:

- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

##### **Knowledge of:**

- Best practices regarding assessments and interventions
- Ability to demonstrate broad knowledge of complex system organizations, educational law, classroom and behavior management, including students with disabilities and models for best

practices

- Working with the social, emotional, physical, and mental health needs of children, adolescents and families
- Childhood diseases and disorders
- Support services in the community and health concepts
- Health screening procedures
- Health standards and hazards in an education setting
- Pediatric and family nursing practices
- Pertinent policies, codes, regulations, and/or applicable laws
- Safety practices and procedures
- Specialized healthcare procedures for medically fragile students
- Stages of child development

**Skills and Abilities to:**

- Adapt to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Adhere to safety practices
- Administer first aid
- Analyze situations accurately, and adopt an effective course of action
- Establish and maintain effective working relationships with a diverse group of staff, parents, and the public
- Deal with distraught, angry, hostile, or injured individuals; de-escalate a situation as needed
- Gather, collate, and/or classify data
- Handling hazardous materials and waste
- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Interpreting health records and medical reports
- Maintain confidentiality
- Operate standard office equipment, including using specific pertinent hardware and software applications
- Prepare and maintain accurate records and adhere to confidentiality standards relevant to the information
- Read technical information, compose a variety of documents, and/or facilitate group discussions
- Schedule a number of activities, meetings, and/or events
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

**JOB QUALIFICATIONS / REQUIREMENTS:**

**EDUCATION AND EXPERIENCE:**

Bachelor's degree in job-related area. Job-related experience within a specialized field is required.

**EQUIVALENCY:**

Not Applicable.

**LICENSE/CERTIFICATIONS:**

- Valid, current California Driver's License

- Evidence of Insurability
- CPR/First Aid Certificate
- Registered Nurse (RN) issued by the State of California
- Public Health Nurse (PHN) Certificate issued by the State of California
- Valid, current Pupil Personnel Services School Nurse Credential

#### **OTHER EMPLOYMENT REQUIREMENTS:**

- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

#### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Job is performed in a school setting, generally clean and healthy environment under conditions with exposure to risk of injury and/or illness
- Occasional lifting, carrying, pushing, and/or pulling
- Significant fine finger dexterity
- Moderate amounts of sitting, walking, and standing
- ~~Dexterity of hands and fingers~~
- ~~Hearing and speaking to exchange information.~~
- ~~Seeing to read and perform primary essential functions of classification and view computer screens~~
- Some stooping, kneeling, crouching, and/or crawling



6/3/25 OdeReth

## Job Description

### Equal Employment Opportunity

SCHOOL PSYCHOLOGIST v2 6.3.25

6/3/25  
OR

<b>DEPARTMENT/PROGRAM:</b> Special Education	<b>CLASSIFICATION:</b> Certificated Non-Management
<b>DIVISION:</b> Educational Services	<b>SALARY SCHEDULE:</b> Psychologists & Mental Health Therapists
<b>REPORTS TO:</b> Assigned Supervisor	<b>SALARY RANGE:</b> As Assigned
<b>APPROVAL DATE:</b> 5/3/2018	<b>WORK YEAR:</b> 192
<b>REVISION DATE:</b> TBD	<b>FLSA:</b> Exempt

#### **PURPOSE STATEMENT:**

Under the direction of the assigned supervisor, the School Psychologist measures and interprets measurements to gauge the intellectual, adaptive, academic, social, and emotional development of children; interprets the results of psychological studies; interprets and applies state and Federal codes; and develops strategies and interventions to address the special education needs of eligible students. This position assists the IEP team with identifying strengths and weaknesses, accommodations and modifications that may be necessary for a student to access the curriculum and to assist teachers and staff with behaviors that may be present in the classroom and ways to address the behaviors. The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

#### **ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following 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.*

- Administers standardized and/or supplemental assessments to measure the intellectual, adaptive, academic, social, and emotional development of children and/or determine eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities and classroom environment to determine students' functional level and develop recommendations.
- Collaborates with staff, faculty, and others in the development of interventions for addressing inappropriate behavior of students to assist students in modifying such behavior and develop successful interpersonal skills.
- Communicates with students, parents, teachers, and/or other personnel to evaluate situations, solve problems, and/or resolve conflicts.

- Compiles information from a variety of sources (e.g., teachers, nurses, mental health agencies, other professionals) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines, education codes, and regulations.
- Consults with teachers, parents, other personnel, and/or outside professionals to request information, develop plans for services, and/or make recommendations.
- Counsels students to enhance their success in school; establishes individual counseling goals.
- Develops behavior plans, individualized counseling goals, curriculum modifications, etc. to implement treatment programs.
- Facilitates Individualized Education Plan (IEP) meetings to ensure that state mandates are achieved while addressing the specific needs of the student.
- Instructs students in collaboration with teachers to assist in the implementation of social-emotional skills training for students.
- May respond to a crisis, usually to complete risk assessments to determine if a student is in danger to themselves or others.
- Participates in meetings, workshops, and seminars as assigned to convey and/or gather information required to perform functions.
- Prepares a wide variety of written materials (e.g., correspondence, memos, behavior plans, Medi-Cal billings, reports, required documentation) to document activities, provide written references, and/or convey information.
- Researches resources and methods (e.g., intervention and treatment techniques, assessment tools and methods, and/or community resources) to determine the appropriate approach for addressing students' functional goals.
- Supervises interns, practicum students, and others to monitor performance, provide professional growth, and achieve the overall objectives of the school's curriculum.

#### OTHER DUTIES:

- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

#### KNOWLEDGE, SKILLS, AND ABILITIES

##### **Knowledge of:**

- Understanding cognitive, emotional, social, and physical development from early childhood through adolescence
- Behavior management techniques and strategies
- Educationally related laws and regulations, particularly those involving special education
- Current and relevant education codes, policies, regulations, and/or applicable laws
- Computer usage, including pertinent software
- Psychology and educational principles
- Related assessment instruments, diagnosis and interpreting educational assessments
- Laws and legislation related to minors and mental health, mandated reporting and confidentiality laws

##### **Skills and Abilities to:**

- Ability to demonstrate broad knowledge of complex system organizations, educational law, classroom and behavior management, including students with disabilities and models for best practices
- Working with the social, emotional, physical, and mental health needs of children, adolescents

and families

- Adapting to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns
- Gather, review, analyze and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Apply assessment instruments
- Balance paperwork with direct student interactions (testing, counseling, etc.) and collaborate with staff
- Communicate effectively orally and in writing
- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Analyze situations accurately and adopt an effective course of action
- Problem solving with data frequently requires independent interpretation of guidelines
- Prepare and maintain accurate records
- Solve problems with independent interpretation of guidelines, analysis, organizational objectives and equipment
- Review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Schedule activities, meetings, and/or events
- Establish and maintain effective working relationships with a diverse group of staff, parents, and the public
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

#### **JOB QUALIFICATIONS / REQUIREMENTS:**

##### **EDUCATION AND EXPERIENCE:**

Bachelor's degree in job-related area. Job-related experience within a specialized field is required.

##### **EQUIVALENCY:**

Not applicable.

##### **LICENSE/CERTIFICATIONS:**

- Valid, current California Driver's License
- Evidence of Insurability
- Pupil Personnel Services in School Psychology Credential

##### **OTHER EMPLOYMENT REQUIREMENTS:**

- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

##### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Job is performed primarily in an indoor office environment under conditions with exposure to risk of injury and/or illness
- ~~Significant fine finger dexterity~~
- ~~Hearing and speaking to exchange information.~~
- ~~Seeing to read and perform primary essential functions and view computer screens~~
- Some lifting, carrying, pushing, and/or pulling
- Some stooping, kneeling, and/or crouching
- Frequent sitting, frequent walking, and frequent standing



6/26/2025

**SPEECH AND LANGUAGE PATHOLOGIST v2 6.3.25**

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<b>DEPARTMENT/PROGRAM:</b> Special Education	<b>CLASSIFICATION:</b> Certificated Non-Management
<b>DIVISION:</b> Educational Services	<b>SALARY SCHEDULE:</b> Speech & Language Pathologist
<b>REPORTS TO:</b> Assigned Supervisor	<b>SALARY RANGE:</b> As Assigned
<b>APPROVAL DATE:</b> 5/3/2018	<b>WORK YEAR:</b> 192
<b>REVISION DATE:</b> TBD	<b>FLSA:</b> Exempt

**PURPOSE STATEMENT:**

Under the direction of the assigned supervisor, the Speech and Language Pathologist identifies and assesses students with communication disabilities; plans and implements appropriate treatment to support student educational success; recommends treatment plans; and provides direction to Speech and Language Pathologist Assistants (SLPAs). The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

**ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following 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.*

- Assesses students' communication skills (e.g., articulation, fluency, voice, expressive and receptive language, etc.); identifies communication disorders and delays, determines eligibility for and develops recommendations for treatment.
- Collaborates with a variety of groups and/or individuals (e.g., parents, teachers, physicians, administration, Occupational Therapists (OT), Physical Therapist (PT) and other professionals) to communicate information, resolve issues, and provide services in compliance with established guidelines.
- Coordinates meetings and processes for eligible students (e.g., testing/screening, IEPs, parent conferences, pre-referral staffing, etc.) to present evaluation results, develop treatment plans, and/or provide training to parents/students/staff.
- Develops treatment plans, interventions and/or educational materials in compliance with regulatory requirements to improve the communication skills of students and improve learning outcomes.
- Instructs eligible students in the use of appropriate communication technologies (e.g., hearing aids, FM systems, AAC devices) to minimize the adverse educational impact of communication

disorders; ensures that instructions for use comply with established guidelines, best practices, and legal requirements.

- Instructs assigned support staff and SLPA's to provide information on communicative disorders, the use of assistive devices and feeding techniques, and/or implementing prescribed treatment plans.
- Maintains files and/or records (e.g., progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results) to ensure the availability of information as required for documentation and/or compliance.
- Participates in meetings, workshops, and seminars (e.g., trainings, IFSPs, IEPs, team meetings) for the purpose of conveying and/or gathering information.
- Prepares a wide variety of written materials (e.g., activity logs, correspondence, memos, treatment plans, Medi-Cal billings, reports, required documentation) to document activities, provide written references, convey information, and meet compliance requirements.
- Provides speech and language therapy to students to support students' educational progress.
- Researches resources and methods (e.g., best practice intervention and treatment techniques, assessment tools and methods, community resources) to determine the appropriate approach for addressing students' needs.
- Responds to inquiries (e.g., parents, teachers, staff, students,) to provide information and/or referrals as appropriate.
- Travels to multiple sites, including home visits, to provide therapy, consultation and parent education as required.

#### OTHER DUTIES:

- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

#### KNOWLEDGE, SKILLS, AND ABILITIES

##### **Knowledge of:**

- Anatomy and physiology of speech and hearing mechanisms and disorders
- Assigned computer hardware and software pertinent to the practices of Speech Pathology
- Best practices regarding the assessment and intervention of communication disorders
- Disorders and diseases associated with communication disorders
- Pertinent codes, policies, regulations and/or laws and interventions
- Principles and practices of speech and language therapy
- Safety practices and procedures
- Stages of child development and speech/language acquisition
- Swallowing disorders

##### **Skills and Abilities to:**

- Adapting to changing work priorities
- Safety practices and protocols
- Analyze situations accurately, and adopt an effective course of action
- Apply assessment instruments and diagnostic practices; problem solving with data frequently requires independent interpretation of guidelines
- Communicate effectively
- Establish and maintain effective working relationships with diverse array of individuals and organizations

- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Prepare and maintain complete and accurate records and maintain confidentiality of information
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Evaluate and organize work according to specific deliverables
- Flexibility is required to independently work with others in a wide variety of circumstances
- Adapting to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Observe, analyze situations accurately and adopt an effective course of action
- Operate specialized equipment used in the treatment of communication disorders
- Operating standard office equipment including using specific pertinent hardware and software applications
- Plan and implement flexible therapy schedules preparing and maintaining accurate records
- Schedule activities, meetings, and/or events
- Gather, review, analyze and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

#### **JOB QUALIFICATIONS / REQUIREMENTS:**

#### **EDUCATION AND EXPERIENCE:**

Master's degree in job-related area. Job-related experience within a specialized field is required.

#### **EQUIVALENCY:**

Not applicable.

#### **LICENSE/CERTIFICATIONS:**

- Valid, current California Driver's License
- Evidence of Insurability
- Valid, current Speech, Language, Pathology Service Credential issued by the California Commission on Teacher Credentialing

#### **OTHER EMPLOYMENT REQUIREMENTS:**

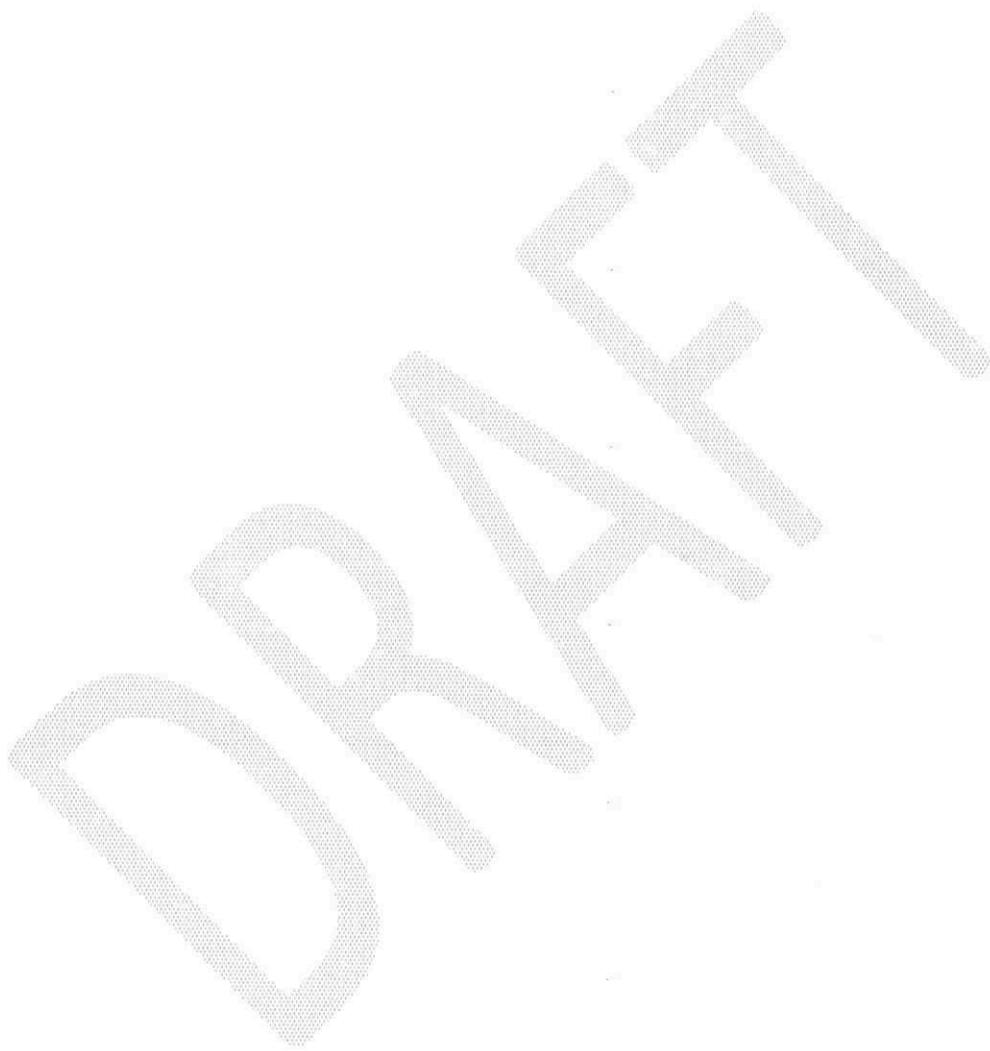
- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

#### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Job is performed primarily in an indoor office/classroom environment under conditions with exposure to risk of injury and/or illness
- Dexterity of hands and fingers
- Hearing and speaking to exchange information
- Seeing to read and perform primary essential functions and view computer screens
- Significant lifting, carrying, pushing, and/or pulling
- Some climbing and balancing
- Some stooping, kneeling, and/or crouching

- Moderate sitting, moderate walking, and significant standing





## Job Description

### Equal Employment Opportunity

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TEACHER v2 6.3.25

6/3/25

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<b>DEPARTMENT/PROGRAM:</b> As-Assigned Special Education or Alternative Education	<b>CLASSIFICATION:</b> Certificated Non-Management
<b>DIVISION:</b> Educational Services	<b>SALARY SCHEDULE:</b> Certificated Bargaining Unit
<b>REPORTS TO:</b> Assigned Supervisor	<b>SALARY RANGE:</b> As Assigned
<b>APPROVAL DATE:</b> 5/3/2018	<b>WORK YEAR:</b> 182
<b>REVISION DATE:</b> TBD	<b>FLSA:</b> Exempt

#### PURPOSE STATEMENT:

Under the direction of the assigned supervisor, the job of a Teacher is to provides support to the instructional process with specific responsibility for developing the skills, knowledge, and abilities of students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum and guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instruction and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instruction programs and student progress. The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

#### ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

*The following 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 work (e.g. design lesson plans based on state content and performance standards, provide for individualized and group instruction, teach various subjects utilizing specialized software as necessary, etc.) for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers testing programs, subject specific assessments, etc. (e.g. state and local student assessments, etc.) for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress (e.g. conduct initial interviews and conferences with parents; discuss student progress with parents on an on-going basis, etc.) for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.

- Assesses student progress towards objectives, expectations, and/or goals (e.g. grade reports, reports, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of school improvement plans.
- Coordinates activities with specialists, general education teachers, and/or community agency personnel for the purpose of providing program continuity.
- Demonstrates methods required to perform classroom and/or subject specific assignments (e.g. instruct students with special needs regarding individualized tasks to implement and achieve IEP/IFSP learning goals; design and implement appropriate behavior management techniques; provides adaptations, as needed, in the delivery of the common core appropriate curriculum for individual students as well as in small groups and/or the whole class, etc.) for the purpose of providing an effective program that addresses individual student requirements.
- Directs student teachers, paraeducators, volunteers and/or student workers (e.g. work direction and guidance; job coaching, vocational training, etc.) for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Manages student behavior for the purpose of providing a safe and positive learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, job sites, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings, including serving as a member of the multi-disciplinary IEP/IFSP/ILP teams (e.g. provide input to goals for IEP/IFSP/ILP; special project teams and committees; teacher and staff; in-service training programs, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records; reports for external agencies, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code (mandated reporter per Education Code) and school policies.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Works in collaboration with other classroom teachers for the purpose of implementing established curriculum and/or individual student plans.
- Adapts classroom work (e.g., design lesson plans based on state content and performance standards, provide for individualized and group instruction, teach various subjects utilizing specialized software as necessary) to provide students with instructional materials that address individualized learning plans within established lesson plans.

#### OTHER DUTIES:

- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

##### **Knowledge of:**

- Current relevant curriculum and instruction techniques, equipment, methods, standard learning process and timelines for the subject matter, and strategies applicable to the needs of the students in the assigned class
- Knowledge of the different assessment programs available
- Computer usage, including pertinent software
- Function, operation, availability and variety of specialized electronic and analog devices and equipment relevant to the assigned students
- Policies, regulations, safety procedures, etc.

#### **Skills and Abilities to:**

- Apply assessment instruments
- Ascertain the "ready to learn" demeanor of each student during the class session
- Communicate effectively
- Create and maintain accurate records and the confidentiality of information
- De-escalate a situation as needed
- Establish effective and constructive working and teaching relationships with staff and students
- Operate standard office equipment, including using specific pertinent hardware and software applications
- Prepare and maintain accurate records and adhere to confidentiality standards relevant to the information
- Schedule activities, meetings, and/or events
- Solve problems by analyzing issues and creating action plans
- Work with students at a variety of ages and cognitive levels
- Analyze situations accurately, and adopt an effective course of action
- Collaborate to problem solve, coach, train, and communicate with students in a way they understand and will respond to
- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students
- Adapting to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Flexibility is required to independently work with others in a wide variety of circumstances.
- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Evaluate and organize work according to specific deliverables
- Meet timelines and schedules
- Problem solving with data frequently requires independent interpretation of guidelines
- Establish and maintain effective working relationships with a diverse group of staff, parents, and the public
- Working with frequent interruptions
- Facilitating meetings and group discussions
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

#### **JOB QUALIFICATIONS / REQUIREMENTS:**

#### **EDUCATION AND EXPERIENCE:**

Bachelor's degree. Job-related experience within a specialized field is required. Teacher experience is

required in specific area as determined by the assigned program (e.g., DHH, Alt Ed, MMS, etc).

#### **EQUIVALENCY:**

Not applicable.

#### **LICENSE/CERTIFICATIONS:**

- Valid California teaching credential appropriate for the assignment (e.g., single subject, multiple subject, MMSM, MSN, ESN, ECSE, DHH, VI, etc.)
- Valid, current California State Driver's License
- Evidence of Insurability
- First Aid and CPR certification

#### **OTHER EMPLOYMENT REQUIREMENTS:**

- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

#### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Job is performed primarily in an indoor office/classroom environment under conditions with exposure to risk of injury and/or illness
- ~~Dexterity of hands and fingers~~
- ~~Hearing and speaking to exchange information.~~
- ~~Seeing to read and perform primary essential functions and view computer screens~~
- Moderate lifting, carrying, pushing, and/or pulling
- Some climbing and balancing
- Some stooping, kneeling, and/or crouching
- Occasional sitting, frequent walking, and frequent standing

6/13/25

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MENTAL HEALTH THERAPIST v2 6.3.25

<b>DEPARTMENT/PROGRAM:</b> Special Education	<b>CLASSIFICATION:</b> Certificated Non-Management
<b>DIVISION:</b> Educational Services	<b>SALARY SCHEDULE:</b> Psychologists & Mental Health Therapists
<b>REPORTS TO:</b> Assigned Supervisor	<b>SALARY RANGE:</b> As Assigned
<b>APPROVAL DATE:</b> 5/3/2018	<b>WORK YEAR:</b> 192
<b>REVISION DATE:</b> TBD	<b>FLSA:</b> Exempt

**PURPOSE STATEMENT:**

Under the direction of assigned supervisor, the Mental Health Therapist performs a variety of mental health services to students who qualify for special education and mental health services (including therapy, consultation, student status, and treatment); communicating information to staff, the public, and other districts; and providing information and/or direction as may be requested. This position provides mental health assessments to students to determine if they qualify for Educationally Related Mental Health Services (ERMHS); write up mental health goals for the IEPs; and respond to crisis calls, including risk assessments for safety concerns. The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

**ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following 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.*

- Administers assessments (e.g., psychosocial, emotional) to evaluate the social and emotional development of students and/or determining eligibility for services.
- Attends meetings as assigned (e.g., Individual Education Plan (IEP) as a member of the team, progress evaluations, case consultations concerning student status and treatment, staff meetings, on-site trainings, in-service meetings) to convey and/or gather information required to perform functions.
- Collaborates with internal school personnel and public/private agencies (e.g., medical staff, psychiatrists, outside counseling); conducts workshops and trainings on a variety of topics related to mental health and social-emotional well-being) to provide information and/or services to strengthen families and/or students/clients.
- Completes specific program procedures in all work assignments and adheres to ethical

obligations, including client confidentiality, to provide effective mental health services.

- Coordinates with service providers such as case managers, teachers, and clinical mental health services staff to coordinate mental health plans to ensure quality treatment, delivery of services, and review/update progress.
- Develops treatment plans and goals for treatment plans to provide interventions and/or deliver services in compliance with established guidelines.
- Implements classroom interventions (e.g., group or classroom calming activities, teach anger management skills and other topics, provide support to districts/schools during school crisis) to support the classroom team and/or provide therapeutic interventions as needed.
- Maintains a variety of manual and electronic files and/or records (e.g., case histories and service plans in compliance with LEA Medi-Cal requirements, medical billing records) to ensure documentation for reference in accordance with administrative, clinical, and state legal requirements.
- Monitors direct services in the school (e.g., individual and group treatment, case management, consultation) to deliver effective mental health services to all clients.
- Prepares a variety of written materials (e.g., therapy notes, reports, letters, plans, psychosocial notes, assessments, communication notes) to document activities, provide written reference, and/or convey information.
- Provides therapeutic interventions to address immediate safety concerns and/or provide support and services to improve student outcomes.
- Responds to crises within the school environment to provide appropriate interventions outlined in the student's IEP.

#### OTHER DUTIES:

- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

##### **Knowledge of:**

- Ability to demonstrate broad knowledge of complex system organizations, educational law, classroom and behavior management, including students with disabilities and models for best practices
- Working with the social, emotional, physical, and mental health needs of children, adolescents and families
- Current methods and modalities in student and adolescent treatment and recommend continuum of care
- Support services for at-risk, low-income, and low-performing students
- Computer usage, including pertinent software
- Interpersonal skills using tact, patience, and courtesy
- Medical terminology and effective oral and written communication skills
- Laws and legislation related to minors and mental health, mandated reporting and confidentiality laws

##### **Skills and Abilities to:**

- Analyze situations accurately, and adopt an effective course of action.
- Collaborate to problem solve, coach, train, and communicate with students in a way they

understand and will respond to

- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns
- Adapting to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Flexibility is required to independently work with others in a wide variety of circumstances.
- Communicate effectively, both orally and in writing
- Implement crisis intervention strategies and best practices
- Observe and accurately interpret human behavior to adopt an effective course of action
- Operate standard office equipment, including using specific pertinent hardware and software applications
- Prepare and maintain complete and accurate records and maintain confidentiality of information
- Gather, review, analyze and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Solve problem with independent interpretation of guidelines
- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Establish and maintain effective working relationships with diverse array of individuals and organizations
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

#### **JOB QUALIFICATIONS / REQUIREMENTS:**

##### **EDUCATION AND EXPERIENCE:**

Master's degree in job-related area. Job-related experience within a specialized field is required.

##### **EQUIVALENCY:**

Not applicable.

##### **LICENSE/CERTIFICATIONS:**

- Valid, current California Driver's License
- Evidence of Insurability
- Current License as a Clinical Social Worker, Marriage and Family Therapist, or Clinical Psychologist License
- Pupil Personnel Services Credential (School Counseling, School Social Work, or School Psychology) issued by the State of California

##### **OTHER EMPLOYMENT REQUIREMENTS:**

- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

##### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Job is performed in an indoor office environment under conditions with exposure to risk of injury and/or illness
- ~~Dexterity of hands and fingers Ability to operate office equipment~~
- ~~Hearing and speaking to exchange information.~~
- ~~Seeing to read and perform primary essential functions and view computer screens~~
- Some lifting, carrying, pushing, and/or pulling
- Some stooping, kneeling, and/or crouching
- Frequent sitting, frequent walking, and occasional standing

