

CIVIL SERVICE COMMISSION
Conference Call Agenda
noon CT, February 7, 2017
Dial-in 866.410.8397; passcode 605.773.3148

1. Roll call of board members
2. Approval of agenda
3. Approval of minutes
4. Classification & Compensation
 - a. New classification: Lead Employment Specialist
 - b. New classification: Sensory Therapy Coordinator
 - c. Revised classification: Human Services Center Operations Supervisor
5. Adjourn

Civil Service Commission Minutes

December 12, 2016

Conference Call

Members present:

Barb Christianson
Bob Grandpre (joined call in progress)
Judy Greff
Dawn Morris
Dan Mosteller

Others present:

Aaron Arnold, BHR director of legal and human resource services
Heather Perry, BHR director of policy and special projects
Shelly Rounds, BHR classification and compensation staff

Chairman Christianson called the meeting to order at 10:03 a.m. CDT.

1. Approval of minutes

Commissioner Morris moved that the minutes of the October 26, 2016, conference call be approved. Commissioner Mosteller seconded the motion. Commissioners Christianson, Greff, Morris and Mosteller voted in favor of approving the minutes.

2. Pay Grade approvals

a. Port of Entry Manager

Rounds reviewed a recommended pay grade change for the Port of Entry Manager classification.

Commissioner Mosteller moved to approve the pay grade change to GI. Commissioner Morris seconded the motion. Commissioners Christianson, Greff, Morris and Mosteller voted in favor.

b. Wildland Fire Crew Foreman

Rounds presented a new job classification: Wildland Fire Crew Foreman in pay grade GF.

Commissioner Greff moved to approve the new class. Commissioner Mosteller seconded the motion. Commissioners Christianson, Greff, Morris and Mosteller voted in favor.

3. Next meeting

The next Civil Service Commission was to look for two consecutive days for hearings in March following the 2017 Legislative session.

4. Adjourning meeting

Commissioner Grandpre moved that the meeting be adjourned. Commissioner Greff seconded the motion. Commissioners Christianson, Grandpre, Greff, Morris and Mosteller voted in favor of adjourning the meeting at 10:20 a.m.

CLASSIFICATION & COMPENSATION AGENDA

Effective Date: 2/9/17

| CLASS CODE | CLASS TITLE | NEW | PAY GRADE | | DELETED | RETITLED | REVISED | COMMENTS |
|-------------------|-----------------------------|------------|------------------|-----------|----------------|-----------------|----------------|-----------------|
| | | | FROM | TO | | | | |
| 010928 | Lead Employment Specialist | X | | GI | | | | |
| 051159 | Sensory Therapy Coordinator | X | | GJ | | | | |
| 060920 | HSC Operations Supervisor | | GH | GI | | X | X | |

Approved
Laurie Gill
Commissioner

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

Class Title: Sensory Therapy Coordinator

Class Code: 051159
Pay Grade: GJ

A. Purpose:

Coordinates and monitors the sensory program at the Human Services Center by developing and conducting therapeutic treatment and providing guidance, training, and program support to unit staff regarding the treatment of patients with behavioral and emotional problems to ensure the implementation of effective sensory coping skills and techniques needed to decrease agitation and aggressive behavior.

B. Distinguishing Feature:

The Sensory Therapy Coordinator coordinates and monitors the sensory program at the Human Services Center by developing and conducting therapeutic treatment and providing guidance, training, and program support to unit staff.

The Youth Counselor conducts individual and group counseling sessions for adjudicated juveniles or adolescents who have mental health or developmental disability needs.

The Human Services Counselor conducts individual and group counseling sessions for patients who have mental health needs under the direction of professional staff.

C. Functions:

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions that may be found in positions of this class.)

1. Develops and provides therapeutic sensory treatment to teach sensory coping skills and techniques needed to decrease agitation, increase emotional regulation, and reduce the use of seclusions and restraints.
 - a. Meets with new admittances and conducts an individualized sensory assessment.
 - b. Designs specific sensory treatment plans to meet the individual needs of each patient. This includes, but is not limited to, educating patients on the benefits of the sensory room, sensory boxes, weighted blankets, biofeedback, dialectical behavior skills, and individual coping strategies.
 - c. Follows up with the sensory plans to determine adequacy, proper implementation, and positive results.
 - d. Conducts one-on-one treatment sessions and skills training.
 - e. Conducts daily assessment rounds on each unit to help prevent disruptive behaviors and support staff in the utilization of sensory activities.
 - f. Develops and conducts sensory and relaxation groups for patients.
 - g. Creates and maintains sensory rooms that the patients utilize to decrease agitation and increase emotional regulation.
2. Monitors the implementation of the sensory program and coordinates all sensory activities to continue enhancing patient care and advance sensory therapeutic trends and programming.
 - a. Develops policy, procedure, and protocol for the implementation of the sensory program.
 - b. Conducts research of the latest sensory materials and techniques.
 - i. Utilizes outside stakeholders and educational literature to research information on sensory programs.
 - ii. Makes recommendations based on research for improvements in the program or purchasing of sensory items.

- c. Recommends the purchase of various items for the patient to utilize to decrease agitation and increase emotional regulation.
 - d. Develops and maintains a tracking system and reporting tools to ensure the effective implementation of the sensory program.
3. Provides guidance, training, and program support to unit staff regarding sensory coping skills and techniques to help de-escalate patients, prevent escalations, and avoid the use of maladaptive coping strategies.
 - a. Serves as primary sensory trainer for new employees.
 - b. Coaches and follows up with staff on a daily basis to increase understanding of the benefits of sensory work, teach the importance of giving patients the opportunity to utilize sensory skills daily, and show the benefits of restraint/seclusion reduction through the use of sensory and mindfulness techniques.
 - c. Meets with unit supervisors and staff to assess the unit and patients' needs for sensory equipment.
 - d. Develops, coordinates, and instructs training seminars and groups.
 4. Serves as a member of a treatment team which designs the treatment program for each patient to ensure the most effective methods of behavior and treatment are used.
 - a. Actively participates in treatment team meetings.
 - b. Reviews case histories, biographies, and other data pertaining to patients in order to determine problems, their causes, and possible remedies.
 - c. Evaluates, monitors, and provides input regarding the patient's individualized treatment and progress with behavioral interventions.
 - d. Makes recommendations for changes and additions to the treatment plan direction.
 - e. Collaborates with the treatment team on plan development and to discuss patients' progress and implementation of treatment methods.
 - f. Communicates treatment team decisions to community supports, families, and administration.
 - g. Serves as a patient advocate.
 5. Serves as a dialectical behavior therapy (DBT) trainer and front-line code responder.
 6. Performs other work as assigned.

D. Reporting Relationships:

The Sensory Therapy Coordinator typically reports to a Program Director. Provides work direction to Youth Counselors, Human Services Counselors, Mental Health Aides, and nurses regarding the implementation of sensory techniques.

E. Challenges and Problems:

Challenged to assist patients to identify and recognize his or her mental illness and behavioral issues and accept and practice the sensory and mindfulness techniques prescribed. It is often difficult to motivate patients, who are resistive to change, make a personal investment into resolving personal problems and develop healthy communication and coping skills that will allow them to reintegrate successfully into a lesser restrictive environment. The number of patients that need sensory education is often unlimited, and it is challenging to adequately meet the needs of each patient. Additionally challenged to meet the needs of staff on the units and to effectively train staff members who have limited knowledge of sensory techniques and rooms.

Problems include complying with hospital policies and working within budgetary constraints when creating sensory rooms.

F. Decision-making Authority:

Decisions include the therapeutic interventions that are appropriate for each patient regarding their sensory treatment, prioritizing the workload, recommending the purchase of sensory items, recommending program improvement and development, determining how to implement policy changes, and determining training protocol and the implementation of training areas.

Decisions referred to a supervisor include approval of sensory item purchases and the completion of sensory rooms; final approval on all policies, procedures, and protocol; overall training schedules, protocol, and staff requirements.

G. Contact with Others:

Regular contact with patients to provide treatment; treatment team and psychiatrists to discuss assessments, address treatment planning, obtain referrals, and evaluate progress; and unit staff to provide guidance, training, and program support. Contact with program directors and administrative staff to discuss program implementation and changes.

H. Working Conditions:

Works in a human services facility and is at risk for verbal abuse and physical harm.

I. Knowledge, Skills and Abilities:

Knowledge of:

- sensory techniques, methods, and practices that are utilized with patients who are struggling emotionally and behaviorally;
- de-escalation methods and techniques used to maintain a therapeutic environment;
- severe and persistent mental illness;
- emotionally, socially, and behaviorally challenged patients
- residential treatment program structures, policies, and protocols;
- therapeutic communication skills;
- CPR and first aid;
- Non-Violent Crisis Intervention (NCI);
- Life Space Crisis Intervention (LSCI);
- medication administration;
- patient's rights;
- treatment planning, charting, and report writing;
- co-occurring disorders;
- bio-feedback;
- sensory assessment tools and screening devices.

Ability to:

- utilize verbal de-escalation techniques and sensory methods to maintain a therapeutic environment;
- deal effectively with patients from diverse ethnic and sociological backgrounds;
- maintain safety and security in an in-patient psychiatric setting;
- communicate in a professional manner;
- lift 75 pounds;
- maintain thorough and timely documentation of behaviors including progress and outcomes;

- coach, train, mentor, and redirect unit staff;
- interpret and follow established policies, operations memoranda, procedures, and guidelines;
- work independently and meet deadlines.

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

Class Title: HSC Operations Supervisor

Class Code: 060920

Pay Grade: GI

A. Purpose:

Directs activities at the Human Services Center including supervising security, custodial, dispatch, and mailroom staff; performing security duties; and serving as the liaison with the Yankton Community Work Center (YCWC) and the food service contractor to ensure effective operation of the facility.

B. Distinguishing Feature:

Senior Security Officer directs security activities on a shift.

C. Functions:

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)

1. Supervises security staff to ensure that the facility is operating safely and securely.
 - a. Interviews and selects staff.
 - b. Provides training and work direction.
 - c. Approves leave requests.
 - d. Addresses staff problems and recommends disciplinary action.
 - e. Conducts performance appraisals and completes performance documents.
2. Supervises mailroom staff to ensure successful operation of the facility's mail system.
 - a. Interviews and selects staff.
 - b. Provides training and work directions.
 - c. Approves leave requests.
 - d. Addresses staff problems and recommends disciplinary action.
 - e. Conducts performance appraisals and completes performance documents.
3. Supervises security switchboard staff to ensure that the objectives of the work unit are met.
 - a. Interviews and selects staff.
 - b. Provides training and work directions.
 - c. Approves leave requests.
 - d. Addresses staff problems and recommends disciplinary action.
 - e. Conducts performance appraisals and completes performance documents.
4. Supervises security custodial staff to ensure that the facility remains clean and functioning.
 - a. Interviews and selects staff.
 - b. Provides training and work directions.
 - c. Approves leave requests.
 - d. Addresses staff problems and recommends disciplinary action.
 - e. Conducts performance appraisals and completes performance documents.
5. Inspects buildings to ensure against intruders, fire hazards, theft, and vandalism.
 - a. Responds to emergency calls, including fire alarms, ambulance calls, or other emergencies.
 - b. Develops and supervises procedures to be used following emergencies.

6. Patrols buildings and grounds on foot and by vehicle to ensure safety.
 - a. Issues parking tickets.
 - b. Prepares security and activity reports for supervisor's use
7. Serves as safety officer for the Human Services Center.
 - a. Schedules and conducts fire drills, armed intruder drills, and storm drills.
 - b. Completes and maintains reports pertaining to fire drills, armed intruder drills, and storm drills.
 - c. Ensures safety and compliance reports are completed and submitted.
8. Serves as the liaison with the YCWC and monitors trustees to determine work assignments, evaluate performance, and communicate with YCWC officials to resolve any issues with trustee performance or behavior.
9. Serves as the liaison with the food service contractor and directs activities within the food service department to ensure work order completion, inspection compliance, contract compliance, and complaint resolution.

10. Performs other work as assigned.

D. Reporting Relationships:

This position supervises security officers, senior security officers, dispatchers, mailroom staff, and custodial supervisors at the Human Services Center.

E. Challenges and Problems:

Challenges include making quick decisions when incidents arise, training subordinate staff to be able to react quickly, and dealing with the unknown such as responding to alarm calls in buildings.

Problems include adjusting work schedules when an employee calls in sick, handling large volumes of parking and traffic for special events, and dealing with residents who become hostile and combative.

F. Decision-making Authority:

Decisions made include calling for assistance from local law enforcement officials, conducting fire drills, what type of enforcement to use in various instances, what types of warning and alarm systems should be installed, resolving incidents or complaints involving security personnel, issuing warnings or arrests, calling maintenance personnel in after hours, and recommending changes to security policies and procedures.

Decisions referred include major expenditures and final approval of policy and procedure changes.

G. Contact with Others:

Daily contact with local law enforcement to coordinate investigations and faculty, staff, students, residents, and citizens to give directions and information. Daily contact with inmates working on the facility grounds or within the facility.

H. Working Conditions:

Incumbent works in all types of weather; and has contact with patients, residents, or inmates who may be hostile and combative, and with citizens who may be hostile, abusive, or conducting illegal activities.

I. Knowledge, Skills, and Abilities:

Knowledge of:

- security principles and procedures;
- mailroom procedures;
- dispatch and switchboard operating procedures;
- principles and practices of crime and fire prevention;
- criminal law and security regulations;
- traffic and crowd control.

Ability to:

- supervise;
- deal effectively with individuals and crowd;
- remain calm in stressful situations;
- recall and record information concisely and accurately;
- detect conditions which might indicate danger or loss or damage to persons or property;
- act quickly and decisively in emergencies;
- present ideas clearly, concisely, and accurately;
- exercise tact, patience, and discretion in dealing with people of varying backgrounds and temperament.

STATE OF SOUTH DAKOTA CLASS SPECIFICATION

Class Title: Lead Employment Specialist

Class Code: 010928

Pay Grade: GI

A. Purpose:

Serves as a lead worker and expert resource in an assigned unit by providing training, assistance, and daily advice and guidance in case development to Employment Specialists and Employment Representatives; and manages a case load by providing assessments, job development, placement, work direction, support services, and counseling for individuals in need of specialized placement services and/or individuals seeking and/or receiving assistance from the Workforce Innovation and Opportunity Act (WIOA) to promote work and self sufficiency.

B. Distinguishing Feature:

Lead Employment Specialists assist the supervisor of an assigned unit by providing expert advice and training to Employment Specialists and Employment Representatives, and is responsible for an assigned case load.

Employment Specialists implement job development and placement for participants to include individuals with disabilities or participants with barriers to employment by providing them with case management, establishing and determining plan compliance, initiating action to aid individuals or families to become self sufficient, and counseling program participants.

Employment Representatives deal directly with individuals seeking employment assistance, special program benefits, and access to training programs; and provide assistance to employers in listing job openings and in obtaining applicants for various jobs.

C. Functions:

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)

1. Provides daily work direction, expert advice, and training to Employment Specialists and Employment Representatives to ensure accurate and effective delivery of services.
 - a. Interprets multiple programs' requirements and policies to answer team members' questions and assist them with case development in unusual or challenging cases.
 - b. Assists others to apply what they have read and learned to real life situations.
 - c. Monitors and interprets budgetary and performance data to assist others with the identification of problem areas.
2. Acts as liaison for Core and One-Stop Partners to ensure partnerships continue to benefit all members and their clients.
 - a. Coordinates monthly and quarterly meetings.
 - b. Ensures representation from all agencies as required by the WIOC.
 - c. Maintains database containing records of contact information, previous meeting agendas and minutes, and agency concerns.
 - d. Identifies and recruits agencies and employers to partnerships.
3. Assesses the needs of applicants seeking employment because of a disability or receiving financial assistance from programs and determines necessary action to get participants employed.
 - a. Interviews applicants, identifies specific family needs, and determines if an applicant is eligible for program services, payments, or referral to other programs.

- b. Requests medical information for participant files and the impact of medications on the participant.
 - c. Processes all necessary forms and maintains detailed case records and files.
 - d. Identifies community resources to assist with identified family needs and makes referrals to other agencies/programs for services.
 - e. Prepares for, provides testimony, and attends administrative hearings related to work and compliance issues.
 - f. Determines and initiates diversion services and recommends supportive services payments in lieu of formal applications for TANF program benefits.
 - g. Provides participant information to the Department of Social Services (DSS) for maintenance of common cases.
4. Manages cases to enable participants to maintain or improve their standard of living and become self-sufficient.
- a. Completes an assessment which identifies individual job skills, strengths, and resources as well as limiting factors preventing employment.
 - b. Develops and negotiates a specified time limited Personal Responsibility Plan (PRP) or a Personal Plan (PP) with recipients of benefits.
 - c. Formulates employment plans so applicants set goals and objectives to reach permanent employment.
 - d. Liaisons with mental health counselors about mutual participant's needs.
 - e. Initiates direct services to support participants in employment, vocational education, and training activities.
 - f. Assists in removing barriers such as child care, transportation, and housing.
 - g. Monitors compliance with their PRP/PP through regular contacts with the participant, updates the PRP/PP as circumstances change, and initiates sanctions when participants fail to comply.
 - h. Documents all case management activities.
 - i. Performs follow-up contacts for the specified time with participants whose cases have been successfully closed.
 - j. Makes home visits.
5. Develops and initiates training agreements, employment, and community service placements for individuals that are disabled or receiving benefits to ensure compliance with department guidelines.
- a. Locates work training and community service sites and assesses the feasibility of placement opportunities.
 - b. Negotiates and writes agreements with employers.
 - i. Sets guidelines.
 - ii. Negotiates hours and wage.
 - c. Places individuals in training, work components, or community service sites based on the applicants' skills and abilities and recipient and employer needs.
 - d. Provides job coaching and training to participants.
 - e. Monitors the work of recipients.
 - f. Meets with work area supervisors to determine the effectiveness of placements.
 - g. Counsels recipients and work area supervisors to resolve problems.
 - h. Initiates, schedules, proctors, and evaluates tests and presents workshops and training services for recipients and employers.
6. Provides outreach to local agencies and youth in order to identify and recruit perspective participants and provide employment development opportunities.
- a. Conducts outreach activities through extensive business contacts.
 - i. Promotes department services.

- ii. Provides labor market information.
 - iii. Conducts employer surveys.
 - b. Participates in employment development activities.
 - i. Researches area openings, new employers, and events.
 - ii. Addresses workforce needs based on information gathered.
 - c. Participates in workforce initiatives.
 - i. Markets programs and encourages business partnerships.
 - ii. Educates community and service organizations, schools, and other agencies on programs.
 - d. Performs public relations activities to promote the department's services.
7. Provides data for federal, state, and interdepartmental reporting requirements to show individual participation by program components and program expenditures.
8. Maintains records of payroll information, project success or failure, and budgetary expenditures to provide statistical records of placement.
9. Performs other work as assigned.

D. Reporting Relationships:

Reports to a Labor Field Office Manager. Serves as a lead worker over Employment Specialists and Employment Representatives.

E. Challenges and Problems:

Challenged to provide accurate and effective guidance and advice daily to team members. This is difficult because there are multiple Workforce Innovation and Opportunity Act programs involved and each program has its own policies and procedures which must be interpreted and implemented consistently while considering the individuality of each case; team members have varying levels of work experience so information must be tempered to match skill levels; it requires the incumbent in this position to have a thorough understanding of each program and its purpose. The incumbent must be able to manage a case load, conduct outreach to attract participates and youth populations, and analyze reported data while assisting team members.

Typical problems include locating suitable work, training, and community services site; resolving problems between employers and program participants; identifying family needs; determining diversion services; finding community resources for each participant's needs; work issues; identifying job skills and strengths; family compliance; removing barriers; negotiating agreements; and performing hypothetical determinations.

F. Decision-making Authority:

Decision include complex case management decisions; determining specific participant needs; whether applicants are eligible for services, payments, or referral services; which community resources a participant could use; content of individual assessments; limiting factors preventing employment; time limits for Personal Plans; whether participants are in compliance with plans; work, training, and community service sites for applicants; content of work agreements; how to place participants; the effectiveness of placements; and the content of workshops and training.

Decisions referred include the final approval of contract of agreements, case management decisions that require legal consideration (threats, intimidation, liability, discrimination, etc.);

policy/procedural determinations outside the scope of manual or day-to-day activity; personnel issues; final sanctions on participants, and supportive service expenditures.

G. Contact with Others:

Daily contact with participants to give and receive information and to determine and provide services; other state and local agencies to coordinate services; employers and community services to obtain support and services for participants and to monitor participants and give or receive information; and One-Stop and Core partners to coordinate meetings. Frequent contact with outside training providers and a variety of school faculty and students.

H. Working Conditions:

Typical office environment. Travel may be required.

I. Knowledge, Skills and Abilities:

Knowledge of:

- department and program policies, goals, and requirements;
- interviewing, placement, and counseling techniques;
- community resources and support services;
- program eligibility requirements;
- team building techniques.

Ability to:

- prepare clear and concise documentation, reports, and correspondence that reflect relevant facts;
- demonstrate compassion, respect, courtesy, and tact when interacting with others;
- gather and analyze data, reason logically and accurately, and solve problems using common sense, reasoning and resourcefulness;
- actively pay attention, elicit needed information, and communicate information effectively and accurately;
- plan and organize work to meet schedules and deadlines and respond and adjust to multiple demands;
- utilize computerized data systems;
- provide training and work direction to others;
- comprehend, interpret, and apply pertinent program regulations and procedures;
- provide feedback on team and program performance.