

PERSONNEL COMMISSION SPECIAL MEETING AGENDA – August 1, 2023

*In-Person Meeting Location
Ventura Unified School District
Education Service Center, Board Room
255 W. Stanley Avenue, Suite 100
Ventura, CA 93001*

*Teleconference Location (Commissioner Campbell)
8164 Cheshire Street
Ventura, CA 93004*

AGENDA

A. CALL TO ORDER - 4:30 P.M.

B. ADOPTION OF AGENDA

C. PUBLIC COMMENTS

Public comments are welcomed by the Personnel Commission within reasonable meeting time considerations in order to conduct the District's business. During this time, the Chair of the Commission may acknowledge visitors' requests to speak only on topics as listed on the Personnel Commission special meeting agenda. Persons wishing to address the Personnel Commission should complete a "speaker form" and turn it into the recording secretary. The Personnel Commission is prohibited from taking action on any item that is not part of the printed and published agenda. Members of the public are encouraged to submit comments in writing.

Pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Commission may be obtained from the Commission Office, 255 West Stanley Avenue, Suite 100, Ventura, CA 93001.

Any individual with a disability, who requires reasonable accommodation to participate in a Personnel Commission meeting may request assistance by contacting the Personnel Commission Office/Classified Human Resources, 255 W. Stanley Avenue, Suite 100, Ventura, CA 93001 or 805.641.5000, ext. 1170 or FAX 805.653.7852.

D. INFORMATION ITEMS

1. Director's Report
2. Recruitment & Selection: Hiring Update
3. School Services Assistant I, final job description as amended 06/21/23
4. School Services Assistant II, final job description as amended 06/21/23
5. Next Regular PC Meeting: August 16, 2023

E. ACTION AGENDA ITEMS

1. Ratification of Excess Vacation Carryover Approvals
2. Approval of Revised Classification Specification: Behavior Support Assistant
3. Approval of Revised Classification Specification: Child Development Teacher
4. Approval of Revised Classification Specification: Child Development Site Leader
5. Approval of Revised Classification Specification: Licensed Associate
6. Request to Review the Appropriateness of the Current Eligibility List for the Classification: Attendance Assistant (PCRR 30.3.7)

F. COMMISSION COMMENTS — No official action will be taken.

G. ADJOURNMENT

Pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Commission may be obtained from the Commission Office, 255 West Stanley Avenue, Suite 100, Ventura, CA 93001.

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For the future of every student

CLASS TITLE: SCHOOL SERVICES ASSISTANT I

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform a variety of general clerical duties in support of an assigned secondary school and related programs; answer phones and greet and assist visitors and staff.

DISTINGUISHING CHARACTERISTICS:

The School Services Assistant I provides general clerical support for a secondary school and related programs, and is primarily focused on providing support in the areas of receptionist, customer service, data entry, records maintenance, filing and retrieval of information and reports. The School Services Assistant II performs complex work in assigned functions at a secondary school site. Incumbents assigned to this classification are specialized in functions such as athletics, records, registration, enrollment, budget and/or administrative support.

REPRESENTATIVE DUTIES: *Essential Duties are intended to present a descriptive list of the range of some of the duties, but not all of the duties that may be performed by employees in the class. The descriptive list is not intended to reflect all duties performed within the job, nor is it intended to mean that an employee will be assigned all duties as listed.*

ESSENTIAL DUTIES:

Serve as receptionist, answering telephone calls and directing calls to appropriate personnel; take, retrieve and relay messages as appropriate; schedule and arrange appointments, meetings and other activities as directed; refer callers and visitors to other offices as appropriate.

Receive, greet and direct visitors; respond to inquiries and provide a variety of general information to District personnel, outside agencies and the general public.

Perform a variety of general clerical duties in support of an assigned secondary school including data entry, filing and duplicating materials; compile, assemble and verify a variety of data and information; review and process a variety of materials. Ensure the timely distribution and receipt of a variety of records and reports. Requests or provides information as necessary to assure completeness and accuracy.

Prepare, print, distribute, collect, verify and file various forms, applications and paperwork; compile, assemble and distribute packets and folders; review and verify accuracy and completeness of various forms and documents.

Assist with entering data into an assigned computer system; maintaining automated records; and generating computerized reports and documents as requested; review input and output data for accuracy.

Assist with preparing letters, lists, memoranda, forms, bulletins, flyers, labels, notices, reports or other materials from detailed or rough copy; compose routine correspondence; proofread completed typing assignments

Compile information and maintain a variety of records and logs related to assigned programs, services and activities; assist in the preparation of routine reports; establish and maintain filing systems; review and verify accuracy and completeness of various documents.

Communicate with students, parents, personnel and outside agencies to exchange information and resolve issues or concerns; request, verify and provide documents and information as needed.

Operate a variety of office equipment including a copier, computer and assigned software.

Receive, sort and distribute mail; prepare outgoing mail for distribution.

Monitor inventory and maintain inventory of office and other designated supplies as required; assist with ordering, receiving and maintaining inventory of office supplies

May arrange, reserve, prepare and set up facilities, supplies and services for meetings, workshops or other events as required.

Provide oral and written translation between students, teachers, staff, parents and others as assigned by the position; provide written translation and interpretation of correspondence, letters, reports and other materials as required.

Perform other related duties as assigned that support the overall function of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modern office practices, procedures and equipment.

Telephone techniques and etiquette.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Operation of a computer and assigned software.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Record-keeping and filing techniques.

ABILITY TO:

Perform a variety of general clerical duties in support of an assigned school or District office, department or program.

Learn basic terminology, processes and operations of assigned office.

Answer telephones and greet the public courteously.

Type or input data at an acceptable rate of speed.

Operate a variety of standard office equipment including a computer and assigned software.

Maintain various records and files.

Understand and follow oral and written directions.

Complete work with many interruptions.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination of training, education and experience equivalent to graduation from high school and one year of general clerical experience.

LICENSES AND OTHER REQUIREMENTS:

Some positions in this class may be required to translate oral and written communications between

English and a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Constant interruptions.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information in person and on the telephone.

Sitting or standing for extended periods of time.

Seeing to read a variety of materials.

Bending at the waist, kneeling or crouching to file materials.

Approved by Personnel Commission: 05/23/2023
Revised: 06/21/2023



For the future of every student

CLASS TITLE: SCHOOL SERVICES ASSISTANT II

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform diversified and complex clerical duties in support of an assigned secondary school following and interpreting well-established policies, procedures and mandated regulations, which involves and requires independent judgment and in-depth knowledge of an assigned function. Coordinate the flow of communications, correspondence and information in support of assigned functions.

DISTINGUISHING CHARACTERISTICS:

The School Services Assistant II performs complex work in assigned functions at a secondary school site. Incumbents assigned to this classification are specialized in functions such as athletics, records, registration, enrollment, budget and/or administrative support. The School Services Assistant I requires basic knowledge in these functions, and is primarily focused on providing support in the areas of receptionist, customer service, data entry, records maintenance, filing and retrieval of information and reports.

REPRESENTATIVE DUTIES: *Essential Duties are intended to present a descriptive list of the range of some of the duties, but not all of the duties that may be performed by employees in the class. The descriptive list is not intended to reflect all duties performed within the job, nor is it intended to mean that an employee will be assigned all duties as listed.*

ESSENTIAL DUTIES:

Perform diversified and complex clerical duties in support of an assigned secondary school involving independent judgment and requiring in-depth knowledge of an assigned function; assist in assuring smooth and efficient office operations. Provide support to administrators and other school staff; coordinate the flow of communications and information; assure smooth and efficient office operations.

Serve as clerical support of assigned functions (i.e. athletics, records, registration, enrollment, budgets, administrative support to administrators, counselors, psychologists, teachers and/or staff, etc.). Research, compile and verify a variety of data and information; compute statistical information for various reports; prepare and process various forms, applications and paperwork; duplicate, assemble, distribute, collect, verify and assure accuracy and completeness of various documents.

Receive, screen and route telephone calls; take, retrieve and relay messages as needed; schedule and arrange appointments, conferences, meetings and other events. Receive, greet and direct visitors; respond to inquiries and provide a variety of detailed information to personnel, students or the public concerning assigned functions, services and related goals, objectives, time lines, activities, processes, policies and procedures.

Input and update a variety of data in an assigned computer system; establish and maintain automated records and files; initiate queries, develop spreadsheets, and generate various computerized lists, documents and reports; assure accuracy of input and output data.

Compose correspondence independently or from oral instructions; prepare letters, reports, memos, forms, flyers, notices, agenda items, contracts, presentations or other materials from straight copy, rough

draft or oral instructions; proofread and verify accuracy and completeness of documents.

Prepare, print, duplicate, distribute, collect, verify and file various documents; process various forms, applications and paperwork; compile, assemble and distribute packets and folders; review and verify accuracy and completeness of various forms and documents; make corrections as needed.

Compile, assemble and verify a variety of data and information; prepare and maintain a variety of records, logs and reports related to students, programs, services, correspondence and assigned activities; maintain student records and cumulative files; establish and maintain filing systems.

Communicate with District staff, students, parents, outside organizations and the public to exchange information and resolve issues or concerns; request, verify and provide documents and information as needed.

May assist with library services. Process and circulate books, technology, and instructional materials; check materials in and out to students and staff using an assigned computerized system; sort and shelve new and returned books, materials and technology; maintain the library in a neat and orderly condition; mend and repair damaged books and instructional material. Schedule class use of the library as required. Calculate and collect fees for lost or overdue materials; generate and distribute lost or overdue notices to students and parents; prepare deposits of collected monies as required.

May input, scan and update student, barcode, circulation and various other data and information in an assigned computer system; utilize computers to extract and verify data and information; establish and maintain automated records and files; initiate queries and generate computerized reports. Perform other duties related to library services.

May perform a variety of clerical accounting duties as assigned; calculate, prepare and revise accounting data; maintain and balance funds and accounts; process, verify and update accounts and records with income and expenditures; prepare invoices and calculate, collect and account for monies as required.

May monitor inventory levels of office and other designated supplies; order, receive and maintain inventory of office supplies; prepare and process purchase orders and requisitions as assigned.

May maintain and update appointment and activity calendars and schedules; assist with coordinating, reserving and arranging facilities and equipment for meetings and special events such as graduation ceremonies and fundraising events as needed.

May process progress reports, report cards and transcripts; assist with maintaining and updating master schedule information as required.

May assist with testing activities as required; distribute, collect and process testing materials for assessment tests as assigned; administer and monitor students during tests.

May provide back-up support to other assigned functions (i.e. ASB, athletics, attendance, records, registration, enrollment, budgets, etc.) as needed to ensure efficient school operations and to respond to high-demand, peak times during the school year (i.e. beginning of school, end of school).

Operate a variety of office equipment including a copier, computer and assigned software.

Arrange, prepare and set up facilities for meetings, workshops or other events as required.

Open and close assigned facilities as assigned; lock and unlock doors; turn equipment on and off.

Maintain and update various calendars and schedules as required.

May provide back-up support for student health services as assigned; administer basic first aid and dispense medication to students in accordance with physician instructions as assigned by the position.

Provide oral and written translation between students, teachers, staff, parents and others as assigned by the position; provide written translation and interpretation of correspondence, letters, reports and other materials as required.

Perform other related duties as assigned that support the overall function of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modern office practices, procedures and equipment.

Telephone techniques and etiquette.

Terminology, processes and operations of assigned office.

Record-keeping and report preparation techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Data control procedures and data entry operations.

Business letter and report writing, editing and proofreading.

Operation of a computer and assigned software.

Methods of collecting and organizing data and information.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Mathematic calculations.

ABILITY TO:

Perform diversified and complex clerical duties in support of an assigned secondary school involving independent judgment and requiring in-depth knowledge of an assigned function.

Answer telephones and greet the public courteously.

Assist in assuring smooth and efficient office operations.

Type or input data at an acceptable rate of speed.

Compose correspondence and written materials independently or from oral instructions.

Operate a variety of office equipment including a computer and assigned software.

Understand and follow oral and written directions.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Meet schedules and timelines.

Complete work with many interruptions.

Add, subtract, multiply and divide quickly and accurately.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination of education, training and experience equivalent to graduation from high school and two years progressively responsible clerical experience. Experience in an education environment highly desirable.

LICENSES AND OTHER REQUIREMENTS:

Some positions in this class may be required to translate oral and written communications between

English and a designated second language.
Some positions in this class may require first aid certification.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Constant interruptions.


PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Hearing and speaking to exchange information in person and on the telephone.
Sitting or standing for extended periods of time.
Seeing to read a variety of materials.
Bending at the waist, kneeling or crouching to file materials.

Approved by Personnel Commission: 05/17/2023
Revised: 06/21/2023



To: Personnel Commission

From: Andrea Crouch, Director Classified Human Resources 

Date: August 1, 2023

Subject: Ratification of Excess Vacation Carry-Over Approvals

As part of the year-end closing process, vacation balances remaining on the books for classified employees as of June 30th are processed according to the Contract of Agreement between VESPA and VUSD, and/or the Personnel Commission Rules and Regulations.


Twelve (12) month employees may carry over a maximum amount of vacation equal to the employee's current year's vacation entitlement plus seven (7) days. It is District policy that accumulations over this amount will not be allowed, and any excess vacation hours will be paid off. However, under some circumstances, excess vacation leave may be carried over into the next fiscal year with the approval of the Director of Classified Human Resources. Excess vacation may only be carried over due to compelling reasons, and we request a reasonable time period in which the employee will use this excess vacation time. Employees with excess vacation balances are notified accordingly, and if they wish, may submit a request to carry over excess vacation time. The requests are reviewed by the Director of Classified Human Resources for approval; and the approvals are then presented to the Personnel Commission for ratification.

We received a total of five (5) requests. The Personnel Commission is being provided with a list of the approved requests for these employees.

It is recommended that the Personnel Commission ratify the five (5), approved vacation carry-over requests as presented.



To: Personnel Commission

From: Andrea Crouch, Director Classified Human Resources 

Date: August 1, 2023

Subject: Approval of Revised Classification Specifications
Behavior Support Assistant
Child Development Teacher
Child Development Site Leader
Licensed Associate

As the District continues recruitment efforts to fill anticipated vacancies for the above listed classifications, the classification specifications are in need of minor revisions to ensure the essential duties, knowledge, abilities and/or minimum qualifications are accurately reflected for the positions.

Therefore, the four classifications have been updated accordingly, and revisions are being presented to the Commission for review and approval.

It is therefore recommended that the Personnel Commission approve the attached, revised classifications as presented:

- Agenda Item E2: Behavior Support Assistant
- Agenda Item E3: Child Development Teacher
- Agenda Item E4: Child Development Site Leader
- Agenda Item E5: Licensed Associate

Attachment: proposed revised classification specifications as noted above



For the future of every student

CLASS TITLE: BEHAVIOR SUPPORT ASSISTANT

BASIC FUNCTION:

Under the supervision of the **assigned Administrator, Specialist IBI Specialist, Autism Specialist** and/or the classroom teacher, assist with the monitoring, coordination and implementation of Intensive Behavior Interventions involving Applied Behavior Analysis leading to Discrete Trial Teaching, Pivotal Response Teaching, Floor Time, Incidental Teaching and other methods while working with individuals with exception needs.

DISTINGUISHING CHARACTERISTICS:

The Behavior Support Assistant is a specialized position that assists educators and therapists with therapy and tutoring of students having exceptional behavior intervention needs. The Behavior Support Assistant has been specially trained and demonstrates competency in applied behavioral analysis and methodology, including discrete trial teaching and pivotal response. This position includes working with school personnel and students (short term) to train school personnel on positive behavior supports for students that have behavioral needs.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Under the direct supervision of a ~~behavior~~ specialist, certificated teacher and/or other certificated personnel, works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral therapy to selected students one-on-one or in small groups.

Trains ~~support staff~~ **school personnel** (i.e. **teachers**, paraeducators, bus drivers, **campus supervisors, campus support assistants, noon-duty aides**, etc.) in positive behavior support strategies using clear training goals. Training includes and is not limited to role-play, modeling interventions with students, feedback/coaching.

Shadows school staff on the implementation of positive behavior and classroom routines.

Collects fidelity data on supports/interventions for review by the ~~IBI~~ specialist, case manager, teacher, school psychologist, **paraeducators** and administration.

Observes students in their educational setting, and makes environmental modifications.

Provides evidence based strategies to therapists, **teachers** and specialists by creating and implementing visual, behavioral, social, and/or communications strategies that enhance student performance and behavior. Administers special drills to reinforce learning.

Creates, prepares and may develop age and/or grade appropriate instructional aids and exercises to support the therapy and subject matter being taught, and social skills program and materials.

Participates in consultations with parents and staff on IBI therapy interventions for students on site. Provides input to therapists, specialists, and teachers on student performance, progress, and behavior. Alerts teacher and resource staff to any special problems or information concerning students. Assists to develop and evaluate individual and group educational goals and objectives; participates in meetings as

assigned.

On a short-term basis, rides bus/van in order to train school staff, collect data, or establish a routine for students in need of extra support during transportation. The goal is to transfer these skills to the embedded supports on the bus/van or other support staff present on the bus/van. Transportation support will stay within the provided hours for the position.

Exercises constant supervision of students; observes, monitors, controls and redirects behavior of students within approved procedures. Uses appropriate discipline in accordance with grade level, student's ability to understand discipline and approved procedures. Uses approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting. Develops and uses incentives as positive reinforcement. Reinforces behavior modification techniques determined by the ~~case manager~~ and **school based** team.

Collects data on Behavioral Intervention strategies, Functional Behavior, Peer mediated instruction and/or Functional communication. Documents student progress and performance using the individualized education plan as a guide. Records information in formats that support further evaluations. Assists in preparation and collection of sensory materials.

Develops data collection sheets and formats observation notes based under the supervision of BCBA/behavior specialist.

Assists special program administrative staff with the preparation and presentation of in service training sessions; assists in organizing meetings and participates in meetings to share information about the ~~IBI programs~~ **positive behavior support**.

Prepares and maintains a variety of files and records, including data collection, for classroom or assigned program; orders necessary materials and office supplies for the program or team.

When working with severely disabled students, may be required to assist students with certain medical and hygiene functions.

Must observe confidentiality. Must be discrete in responding to student behaviors whenever possible.

Remains up-to-date in the knowledge of ~~IBI~~ **Positive Behavior Support** approaches through attendance at on-going in-service trainings, workshops and seminars sponsored by the District, Ventura County SELPA or other acceptable, approved agencies.

Other duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.

Basic knowledge of autism and other developmental disabilities.

Basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching.

Working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.

Basic knowledge of teaching and instruction methods.

Knowledge of document requirements for special education students and programs.
Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.
Well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise extreme levels of patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students.
Basic instructional methods and techniques.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Classroom procedures and appropriate student conduct.
Interpersonal skills using tact, patience and courtesy.
Operation of standard office and classroom equipment including a computer and assigned software.
Record-keeping and filing techniques.

ABILITY TO:

Assist teaching staff with the implementation of instructional goals and activities, assessing the needs of individual students and developing instructional support techniques and materials to meet those needs.
Work with students who have severe developmental delays and behavior challenges (e.g. biting, spitting, hitting, and throwing).
Remain professional, respectful and solution oriented during difficult situations with personnel and students.
Apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Manage students who act out verbally and physically.
Ride with students on a bus/ van as needed.
Interact with teachers, parents, and specialists in order to carry out assigned duties.
Oversee students, administer assignments and tests, and perform general clerical tasks.
Work with and demonstrate sensitivity to a diverse population of students and parents.
Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.
Establish and maintain cooperative and effective working relationships with others.
Communicate effectively both orally and in writing.
Observe health and safety regulations.
Maintain records and files.
Understand and follow oral and written instructions.
Operate standard office and classroom equipment including a computer and assigned software.
Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

~~Possession of a High School Diploma or a GED~~

~~AND~~

~~Complete at least 48 semester units of study at an institution of higher education (college level)~~

~~OR~~

~~Obtained an associate's (or higher) degree~~

~~OR~~

~~Met (pass) an assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics OR reading, writing, and mathematics readiness.~~

Requires a high school diploma or the equivalent. Requires two years of college (48 units) or pass the District's assessment that demonstrates knowledge and skills in assisting in instruction or pass the California Basic Educational Skills Test (CBEST). An Associate's degree is highly desirable.

Requires three years of ~~E~~experience working with students with exceptional needs, typically gained through three years or more of experience **including experience** in an inclusion setting and/or Special Day Class.

LICENSES AND OTHER REQUIREMENTS:

- A valid California driver’s license.
- Completion of the VUSD or Ventura County SELPA Intensive Behavior Intervention (IBI) certification training (including successful completion of extended mentoring program), or equivalent training/certification (e.g. 14 hours of Applied Behavior Analysis training or Registered Behavior Technician training).
- Completion of Non-Violent Crisis Prevention and Intervention (NCPI) training and yearly refresher courses to keep certification current; employees must fulfill certification requirement prior to completion of the six-month probationary period.
- Completion of the Ventura County SELPA Autism Certification Program or AFIRM online modules *is recommended and preferred* for this classification (but not required).
- Some incumbents in this classification may be required to speak, read and write in a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom and outdoor environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Lifting and carrying heavy students as assigned by the position.

Reaching overhead, above the shoulders and horizontally.

Ability to respond and move quickly to assist students.

HAZARDS:

Exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position.

Contact with dissatisfied or abusive individuals.

Approved by Personnel Commission: 06/18/2008
Revised: 09/21/2016 (former title: Paraeducator – IBI)
09/12/2018
04/28/2022
08/01/2023 - Revisions to PC for review and approval



For the future of every student

CLASS TITLE: CHILD DEVELOPMENT TEACHER

BASIC FUNCTION:

Under the direction of an assigned supervisor, provide supervision, care and learning activities to preschool-age children in a classroom environment; develop and implement a variety of lesson plans, instructional materials and activities to meet the needs and interests of children; monitor, assess and report progress of children.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide supervision, care and learning activities to preschool-age children in a classroom environment; monitor, assess and adjust learning activities in response to the progress, needs and interests of children; provide a developmental program to enhance child readiness for kindergarten.

Develop and implement a variety of learning activities and lesson plans; provide instruction, motivation and guidance to develop and enhance social, behavioral, physical, self-help, language, cognitive, emotional and educational skills, growth and development among assigned children.

Oversee student practices and assignments in various subjects; assist individual and small groups of children with classroom projects and assignments; lead, monitor and interact with students in recreational, physical education, playground and other outdoor activities.

Provide for and assure the safety and well-being of children during learning, outdoor and child care activities; observe and control child behavior in accordance with established policies and procedures; resolve student discipline issues and refer major discipline problems to appropriate authority.

Prepare, develop, utilize, implement and present instructional materials according to children needs, progress and established educational standards; prepare and set up the classroom for learning, daily lessons and child care activities.

Develop, implement and conduct children learning activities in various subjects such as art, music, language arts and physical education; oversee and interact with children during games, play, circle time and recreational and group activities.

Evaluate the academic, physical, social and emotional growth and development of children; conduct related screenings and assessments; prepare detailed notes including anecdotal summaries regarding child progress.

Provide individualized and small group instruction and tutoring to assure learning activities adapt with the needs of individual students; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.

Read books to students and lead group activities related to language arts as assigned; explain, demonstrate and assist children with letter and word pronunciation and recognition.

Oversee and participate in the preparation and distribution of food items to children as assigned; set up

for and clean up following eating activities.

Distribute and collect classroom materials and children assignments; review student work and completed assignments.

Greet, assist and confer with children, parents, guardians and others during child pick-ups and drop offs; maintain and update sign-in and sign-out sheets.

Prepare and maintain various records, reports and files related to students, attendance, assessment, progress, lesson plans, incidents, conferences and assigned activities; establish, maintain and file children portfolios; prepare and update various assessment forms and summaries as directed.

Operate a variety of classroom and office equipment such as copiers, laminators, paper cutters, computers and assigned software.

Coordinate, attend and conduct parent-teacher conferences; confer with parents, staff and others concerning children needs, progress, behavior and concerns; resolve child, staff and parent issues and conflicts in a proper and timely manner.

Assure the health and safety of students by following health and safety practices and procedures; maintain learning environment in a safe, orderly and clean manner; clean tables and sweep floors as assigned.

Coordinate and oversee volunteers as required.

Administer basic first aid to children as needed; prepare accident reports.

Attend and participate in various meetings as assigned.

Communicate with students in English and a designated second language to facilitate the learning process as assigned by the position; provide oral and written translation between students, teachers, staff, administrators, parents and others.

Other related duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles and practices of early child development.

Child guidance principles and practices.

Classroom procedures and appropriate child conduct.

Instructional methods, techniques and strategies related to early childhood education.

Safe practices in classroom and playground activities.

Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Diverse academic, socioeconomic, cultural and ethnic backgrounds of assigned children.

Operation of standard office and classroom equipment including a computer and assigned software.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Record-keeping and report preparation techniques.

Basic first aid and CPR procedures.

ABILITY TO:

Provide supervision, care and learning activities to preschool-age children in a classroom environment.
Develop and implement a variety of lesson plans, instructional materials and activities to meet the needs and interests of children.
Provide instruction, motivation and guidance to develop and enhance child social, behavioral, physical, self-help, language, cognitive, emotional and educational skills, growth and development.
Oversee student practices and assignments in various subjects.
Monitor, assess and adjust learning activities in response to child progress, needs and interests.
Monitor and control child behavior according to approved policies and procedures.
Observe health and safety regulations.
Assist individual and small groups of children with classroom projects and assignments.
Operate standard office and classroom equipment including a computer and assigned software.
Work independently with little direction.
Meet schedules and time lines.
Maintain records and prepare reports.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

~~Requires a total of 40 college units as required by the California Commission on Teacher Credentialing (24 units Early Childhood Education/Child Development including core courses and 16 general education units) OR an Associate's degree in Early Childhood Education/Child Development or related field with 3 units supervised field experience in ECE/CD setting, and one year experience working with children in a classroom or similar learning environment.~~

As required by the California Commission on Teacher Credentialing, requires a total of 40 college semester units (24 units Early Childhood Education/Child Development including core courses and 16 general education units) and six months experience working with children in a classroom or similar learning environment. An Associate's degree in Early Childhood Education/Child Development or related field with 3 units supervised field experience in ECE/CD setting is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- A valid Child Development Teacher Permit issued by the State of California.
- Valid First Aid and CPR certifications issued by an authorized agency; employees must fulfill certification requirements within the first three (3) months of the probationary period.
- Some incumbents in this classification may be required to speak, read and write in a designated second language.

WORKING CONDITIONS:**ENVIRONMENT:**

Classroom and outdoor environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment.
Sitting or standing for extended periods of time.
Bending at the waist, kneeling or crouching to assist children.
Seeing to read a variety of materials and monitor children activities.
Hearing and speaking to exchange information.
Reaching overhead, above the shoulders and horizontally.
Lifting and carrying children and/or other classroom objects.

Approved by Personnel Commission: 06/18/2008
Revised: 11/18/2009
06/27/2022
08/01/2023 - Revisions to PC for review and approval



For the future of every student

CLASS TITLE: CHILD DEVELOPMENT SITE LEADER

BASIC FUNCTION:

Under the direction of the Early Childhood Education Coordinator-, lead, oversee and participate in a variety of activities involved in providing supervision, care and learning activities to preschool-age children at an assigned Child Development site; coordinate personnel and communications to enhance the effectiveness of Child Development services and meet child needs; enroll students and maintain and update student files; train and provide work direction and guidance to assigned staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Lead, oversee and participate in a variety of activities involved in providing supervision, care and learning activities to preschool-age children at an assigned Child Development site; lead and participate in classroom activities; assure site activities comply with established standards, requirements, policies, regulations and procedures.

Coordinate personnel and communications to enhance the effectiveness of Child Development services; monitor and assure smooth and efficient site operations; observe site activities, confer with staff, provide technical support and assure child development needs are being met.

Train and provide work direction and guidance to assigned personnel; assign employee duties and review work to assure compliance with established guidelines and procedures; provide input regarding employee evaluations as requested.

Enroll students for Child Development participation; distribute, collect and process related forms and paperwork; verify applicant and health information; determine child eligibility and assure compliance with income guidelines and licensing requirements; maintain and update student files.

Oversee and participate in the preparation, development, implementation and presentation of lesson plans and instructional materials according to children needs, progress and established educational standards; coordinate curriculum and learning activities to enhance child transition to kindergarten.

Monitor, evaluate and adjust Child Development site activities in response to children needs; coordinate and monitor activities to assure a safe, healthy, nurturing and comfortable learning environment; assure activities comply with established health and safety standards and regulations.

Coordinate Child Development communications, services and information between staff, administrators, parents, outside agencies and the community; initiate and receive telephone calls; prepare, distribute and respond to a variety of correspondence.

Lead and participate in observing and controlling child behavior according to approved procedures; monitor children during outdoor activities as needed; coordinate, oversee and participate in observing and evaluating student progress regarding performance and behavior.

Establish and maintain communications between parents and the Child Development site; coordinate, attend and conduct parent meetings and conferences; confer with parents concerning children needs;

resolve child, staff and parent issues and conflicts in a proper and timely manner.

Assist teachers in planning and providing individualized daily programs of activities appropriate to the developmental level of children in areas such as language acquisition, and social and self-help skills; assist teachers in evaluation child academic, physical, social and emotional growth.

Coordinate, develop and implement curriculum, child care activities and learning strategies to meet the physical, social, emotional and developmental needs of children.

Lead and participate in developing, implementing and conducting children learning activities in various subjects such as art, music, language arts and physical education; oversee and interact with children during games, play, circle time and recreational and group activities.

Oversee and participate in the preparation and maintenance of various records, reports and files related to students, attendance, assessment, progress, lesson plans, accidents, conferences and assigned activities; maintain and update Child Development site schedules and calendars.

Provide technical support and classroom assistance to enhance staff understanding of educational practices, instructional material guidelines and requirements, curriculum standards and instructional strategies related to infant and toddler care and early childhood education.

Greet, assist and confer with children, parents, guardians and others during child pick-ups and drop offs; advise and provide information to parents regarding nutrition, basic health care and social assistance as needed.

Verify and update records and files with information relate to health, vaccinations, physicals and related matters.

Confer with parents regarding enrollment, health information and related issues; encourage parent participation in the classroom and educational activities.

Develop, implement and conduct training and staff development activities for personnel concerning Child Development and related early childhood education services; explain related principles, standards, guidelines, requirements, practices, procedures and techniques.

Operate a variety of classroom and office equipment such as copiers, laminators, paper cutters, computers and assigned software.

Assure the health and safety of students by following health and safety practices and procedures; oversee and participate in maintaining learning environment in a safe, orderly and clean manner; maintain an indoor and outdoor center environment to the code of community care licensing.

Lead, monitor and interact with students in recreational, physical education, playground and other outdoor activities; plan, coordinate and provide guidance and assistance with field trips.

Coordinate, attend, conduct and participate in various meetings, trainings and workshops; provide educational workshops for parents as assigned.

OTHER DUTIES:

~~Perform related duties as assigned.~~

Other related duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Operations and activities of activities involved in providing supervision, care and learning activities to preschool-age children.

Principles of child development and early childhood education.

General educational programs, services, standards, requirements and procedures related to early childhood education.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of identified children.

Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.

Classroom procedures and appropriate child conduct.

Curriculum, instructional techniques and strategies related to early childhood education.

Applicable laws, codes, rules, regulations, policies and procedures.

Safe practices in classroom and playground activities.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Principles of training and providing work direction.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Record-keeping and report preparation techniques.

ABILITY TO:

Lead, oversee and participate in a variety of activities involved in providing supervision, care and learning activities to preschool-age children at an assigned Child Development site.

Coordinate personnel and communications to enhance the effectiveness of Child Development services and meet child needs.

Enroll students, process enrollment information and determine child eligibility for Program services.

Train and provide work direction and guidance to assigned staff.

Oversee and participate in the preparation, development, implementation and presentation of lesson plans according to children needs, progress and educational standards.

Observe site activities, confer with staff, provide technical support and assure child development needs are being met.

Lead and participate in observation and controlling of student behavior.

Resolve child, staff and family issues and conflicts in a proper and timely manner.

Monitor, evaluate and adjust child care activities in response to children needs and progress.

Learn State and federal standards and requirements governing early childhood education.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare and maintain a variety of records, reports and files.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to sufficient experience, training and/or education to demonstrate the knowledge and abilities listed above. Typically, this would be gained through: associate's degree in early childhood education and two years experience working with children in an instructional setting.~~

As required by the California Commission on Teacher Credentialing, requires an AA (or 60 semester units) which includes 24 ECE/CD units with core courses, plus an additional 6 semester units in

administration and an additional 2 units in adult supervision, and one year experience working with children in a classroom or similar learning environment, including supervising adults. A Bachelor's degree or teaching/administrative services credential with 12 units of ECE/CD plus 3 units supervised field experience in ECE/CD setting is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

~~Child Development Site Leader Permit issued by the State.~~

~~Valid First Aid and CPR Certificate issued by an authorized agency.~~

~~Some incumbents in this classification may be required to speak, read and write in a designated second language.~~

- A valid Child Development Site Leader Permit issued by the State of California.
- Valid First Aid and CPR certifications issued by an authorized agency; employees must fulfill certification requirements within the first three (3) months of the probationary period.
- Some incumbents in this classification may be required to speak, read and write in a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom and outdoor environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist children.

Seeing to read a variety of materials and monitor children activities.

Hearing and speaking to exchange information.

Reaching overhead, above the shoulders and horizontally.

Lifting and carrying children and/or other classroom objects

Approved by Personnel Commission:

06/18/2008

Revised:

08/01/2023 - Revisions to PC for review and approval



For the future of every student

CLASS TITLE: LICENSED ASSOCIATE

Marriage and Family Therapist / Professional Clinical Counselor / Clinical Social Worker *

* An incumbent's classification title will be determined based on the incumbent's educational degree/license.

BASIC FUNCTION:

Under the direction of a designated Certificated Administrator, provides direct mental health services to students (individuals and groups) with intensive needs, **direct case management for families with intensive needs**, parent counseling, consultation, and/or treatment coordination to students and families to improve school performance **and school attendance**. Assists with coordinating services by providing training, education, and program development to address and implement tiered interventions through a Multi-Tiered System of Support (MTSS) framework. This position is expected to carry a caseload of students and collaborate with all stakeholders in building a coherent system of coordinated support within a MTSS framework. Serves as a liaison between **IEP teams**, counselors, students, families, school sites, support staff, and various community services agencies, with a primary focus on: the mental health and wellness of students, supporting social-emotional goals, educational access and **issues causing chronic attendance problems**.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Collaborates to develop, implement, and monitor intervention, prevention, and wellness efforts to promote student success and close the achievement gap through site based Multi-Tiered Systems of Support (MTSS) with a focus on the mental health and wellness of students **and chronic attendance issues**, including English Learners, Low Income Students, Foster Youth, McKinney-Vento Youth, and unaccompanied youth.

Collaborates with site administration, the site counseling team, public agencies, and community-based organizations to connect students and families in need of additional support to appropriate resources and services.

Collaborates to implement programs to improve student retention at the school site including, but not limited to: academic intervention, attendance interventions, drug/alcohol education, social emotional services, mental health services, and anger management.

Assists administrators, other office personnel, the community, outside agencies, etc. for the purpose of providing support, information and assistance in coordinating assigned activities.

Compiles and provides related data and resources to counselors, administrators and others in support of determining **and identifying the** needs of students **and families**; assists in identifying resources available to students and families; provides families with information related to the needs of their child and provides technical assistance and support services to parents, students, district personnel and outside agencies; assists parents with questions and concerns.

Conducts **social and emotional learning (SEL) assessments**, home visits and/or is out in the community as needed to coordinate services for students and family members.

Active participant in all **Individual Education Plans (IEPs) for assigned students**, Student Study Team and Student Attendance Review **Board** Team-site meetings for effective and efficient coordination of services.

Collaborates with site administration and the site counseling team to monitor services and resources to focus on the mental health and wellness of students, including English Learners, Low Income Students, Foster Youth, McKinney-Vento Youth, unaccompanied youth, and reentry meetings for suspension/expulsion.

Utilizes positive human relations skills to interact with students, parents, staff and others in fulfilling requests for assistance as appropriate.

Inputs, develops, maintains and generates automated databases, records, reports and files related to students, services and assigned activities. Assures accuracy of all information and ensures confidentiality of students and their families.

Composes routine correspondence independently or from oral instructions; prepares letters, reports, memos, forms, flyers, notices, agenda items, contracts, presentations or other materials from straight copy, rough draft or oral instructions; proofreads and verifies accuracy and completeness of documents.

Schedules appointments and meetings, and maintains calendar of scheduled events; assists in the set-up of work areas, meetings, displays and exhibits.

Attends and participates in assigned meetings, conferences and training. Attends parent conferences as requested.

Ensures timely and effective communication between school-site based personnel, families, and community resources. Facilitates parent trainings and workshops.

May interpret and facilitate communication between staff and non-English speaking students and parents/guardians. May translate communications between staff and limited or non-English speaking students and parents/guardians as assigned by the position; may serve as an interpreter for conferences, telephone calls, and meetings as needed; may translate written correspondence as necessary.

Other duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

General principles, practices and techniques of providing assistance to students and families.

Community and school resources, services and programs related to the identified needs of students and families.

Chronic attendance issues, attendance systems and intervention.

Operation of a computer and assigned software.

Methods of collecting and organizing materials, data and information.

Modern office practices, procedures and equipment.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Diverse academic, socioeconomic, cultural and ethnic backgrounds of students.

ABILITY TO:

Assist in implementing intervention activities which have been recommended by school site staff, SAP team and/or community services designee.

Demonstrate an understanding, patient, warm and receptive attitude toward students and families.

Perform a variety of technical, record-keeping and clerical support duties.

Utilize a computer to input and extract data, and maintain and update various databases and records related to assigned activities.

Research, compile and verify student data.

Learn, interpret, apply and explain laws, rules, regulations, policies and procedures.

Prepare and maintain a variety of manual and automated records, reports and files.

Compose correspondence and written materials independently or from oral instructions.

Operate a variety of office machines and equipment such as a personal computer and all applicable hardware and software, copiers, printers, scanners, calculators, etc.

Type or input data at an acceptable rate of speed. Work independently with little direction.

Meet schedules and timelines.

Maintain confidentiality of privileged information obtained in the course of work.

Understand and carry out verbal and written instructions.

Read and comprehend printed materials.

Communicate effectively in both verbal and written form.

Establish and maintain cooperative and effective working relationships with others.

Work successfully with diverse groups of people.

Handle all matters in a tactful, courteous, and confidential manner so as to maintain and/or establish good public relations.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination of education, training and experience sufficient to meet the California Board of Behavioral Sciences (CA BBS) requirements for any of the following: Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT), or Licensed Professional Clinical Counselor (LPCC), and two years related experience working with students or families in a social services or educational environment. Experience providing mental health services to students in schools is preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license.
- A current, valid license from the California Board of Behavioral Sciences (CA BBS) as Clinical Social Worker, Marriage and Family Therapist, or Professional Clinical Counselor. Incumbents are required to maintain a valid license as a condition of continued employment.
- Some positions may be required to translate oral and written communications between English and a designated second language.

LEVEL I – Licensed Associate (salary range 310)

An active and valid license is required for this classification as outlined above, and will be responsible for the essential duties as outlined above.

LEVEL II – Licensed Associate, Supervisor (salary range 320)

An active and valid license is required for this classification in accordance with the requirements of the CA Board of Behavioral Sciences which include:

- *Possession of a current and active California license that is not under suspension or probation in one of the areas listed above.*
- *Have been licensed in California or any other state for at least two (2) years out of the last five (5) years prior to the commencement of supervision.*

- *Have practiced psychotherapy during at least two (2) years out of the last five (5) years prior to the commencement of supervision (or, if an LEP, has provided psychological counseling pursuant to Business and Professions Code (BPC) section 4989.14) OR*
- *Provided direct supervision to ASWs, Associate Professional Clinical Counselors, Marriage and Family Therapist Trainees, or Associate Marriage and Family Therapists who perform psychotherapy during at least two (2) years out of the last five (5) years prior to the commencement of supervision. Supervision of psychotherapy performed by a student shall be accepted if substantially equivalent to the supervision required for registrants.*
- *Sign and comply with the Supervisor Responsibility Statement*

Supervisor Training Requirements: LCSWs, LMFTs, LPCCs and LEPs must complete a minimum of 15 hours of supervision training prior to the commencement of supervision. No further training is required.

In addition to the essential duties as outlined above, incumbents at Level II - Supervisor, will also be assigned the following duties:

- As a licensed professional in the designated field, provide supervision and be available for consultation in emergencies to interns/pre-licensed associates who are pursuing their licensure.
- Assist students in applying the core competencies, social work knowledge, values and skills they have learned in class to an agency (or practice) setting.
- Plan and prep group and individual meetings with interns and relevant program staff.
- Ensure compliance with federal, state and local regulatory requirements by staying informed on existing and new legislation; facilitating adherence to requirements.
- Work closely with interns and educational institutions in reporting of hours.
- Other related duties that may be required to support and supervise assigned interns.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Constant interruptions.

Driving a vehicle to conduct work.

Flexible hours to meet the needs of students/families.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information in person and on the telephone.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to file materials

Approved by Personnel Commission:

08/18/2021


Revised:

11/17/2021

Revisions to PC for review and approval 08/01/2023



To: Personnel Commission

From: Andrea Crouch, Director Classified Human Resources 

Date: August 1, 2023

Subject: Review of the Appropriateness of Current Eligibility List (PCRR 30.3.7)
Reclassification of Eligibility List: Attendance Assistant to Attendance Technician

PCRR 30.3.7

Reclassification: Effect on Reemployment and Eligibility Lists

The reclassification of all positions in a class automatically reclassifies the mandatory reemployment list (if any) for that class. The Personnel Commission shall also review the appropriateness of the current eligibility list for the class to determine whether or not it should be reclassified. Salary allocations of classes shall have no effect on lists unless a specific finding to the contrary is made to the Commission.

Recently (May and June 2023), all positions within the classification of Attendance Assistant were reclassified as Attendance Technician. We currently have a valid eligibility list for the classification of Attendance Assistant (which expires in November 2023). After reviewing and evaluating the examination plan established for the current Attendance Assistant eligibility list in relation to the Attendance Technician job description, it is recommended that the Personnel Commission reclassify the Attendance Assistant eligibility list to an Attendance Technician eligibility list.