



THE PERSONNEL COMMISSION
(supporting education through merit)

OXNARD SCHOOL DISTRICT
NOTICE OF REGULAR MEETING

AGENDA

Thursday, August 8, 2019
4:00 p.m. Regular Meeting
Oxnard Room of the ESC
1051 South A Street, Oxnard, CA 93030

A. ORDER OF BUSINESS

1. Call Meeting To Order
2. Roll Call
3. Adoption of the Agenda
4. Approval of Minutes of July 16, 2019 and July 23, 2019

B. COMMENTS BY THE PUBLIC

Public Comment provides the public an opportunity to address the Personnel Commission ("Commission") on non-agenda items. Speakers are requested to limit their remarks to three (3) minutes. The Commission shall limit the total time for Public Comment on each subject to fifteen (15) minutes. The Commission may not deliberate or take any action on items raised during this portion of the meeting.

C. ACTION ITEMS

1. Adaptive Technology Specialist *(page 6-10)*
The Personnel Commission will consider revising the job description.
2. Paraeducator - Hearing Impaired (Oral Speech) *(page 11-14)*
The Personnel Commission will consider revising the job description.
3. Paraeducator - Hearing Impaired (Sign Language) *(page 15-19)*
The Personnel Commission will consider revising the job description.
4. Speech Language Pathology Assistant *(page 20-23)*
The Personnel Commission will consider revising the job description.
5. School Occupational Therapist *(page 24-27)*
The Personnel Commission will consider revising the job description.

Note: In accordance with the requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Personnel Commission before the meeting date. Any materials relating to an agenda item that are distributed less than 72 hours prior to a meeting are available at the Personnel Commission Office located at 1051 South "A" Street, Oxnard, California 93030

6. Advanced Step Placement *(page 28-29)*
The Personnel Commission will ratify the advanced step placement for Marco Antonio Lopez, Grounds Manager, at Step 2 of the Classified Management salary schedule pursuant to Personnel Commission Rules & Regulations 70.200.1
7. Eligibility Lists *(page 30-31)*
The Personnel Commission will review certification of eligibility lists.

D. REPORTS/OTHER INFORMATION/DISCUSSION ITEMS

These items are presented for information or study only, no action will be taken.

1. Personnel Actions *(page 32-34)*
The Personnel Commission will receive a list of various personnel actions that relate to the transfer, retirement, or other action affecting, classified personnel.
2. Director's Report
The Director of Classified Human Resources will report on staff management, current recruitments, and other matters.
3. Report by CSEA
CSEA may report on Human Resources issues of interest to the District.
4. Report by Assistant Superintendent, Human Resources and Support Services
The Assistant Superintendent, Human Resources, may report on Human Resources issues of interest to the District.
5. Report by Commissioners
The Commissioners will report on issues concerning Commission administration.

E. CLOSED SESSION PUBLIC PARTICIPATION/COMMENTS

The Personnel Commission will convene to closed session for the following items:

Persons wishing to address the Personnel Commission on an agenda item identified in the Closed Session agenda may address the Personnel Commission.

1. Pursuant to Section 54957 of the Government Code, the Commission will consider personnel matters concerning :
 - Director, Classified Human Resources - Evaluation
2. Reconvene to open session and report out of closed session.
The Commission will report on any action taken in closed session or take action on any item considered in closed session as may be required by Government Code Section 54957.1.

F. ADJOURNMENT

Note: In accordance with the requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Personnel Commission before the meeting date. Any materials relating to an agenda item that are distributed less than 72 hours prior to a meeting are available at the Personnel Commission Office located at 1051 South "A" Street, Oxnard, California 9303



OXNARD SCHOOL DISTRICT SPECIAL MEETING MINUTES

Tuesday, July 16, 2019

4:00 p.m. Oxnard Room of the ESC
1051 South A Street, Oxnard, CA 93030

The Personnel Commission of the Oxnard School District met on Tuesday, July 16, 2019, in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The special meeting was called to order by Commissioner Castillo at 4:03 p.m.

CALL TO ORDER

A roll call of the Commission was conducted. In attendance were:

ROLL CALL

Edward M. Castillo, Chair of the Personnel Commission
Irma J. Lopez, Member of the Personnel Commission
Paul Robinson, Member of the Personnel Commission

Shristie Nair-Villano, Director, Classified Human Resources
Karrie Wing, Senior Human Resources Analyst
Tanya Ventura, Administrative Assistant

Guests: Karling Aguilera Fort, Superintendent; John Avalos, CSEA representative; Silvia Carrillo, CSEA representative; Dawud Davis, Technology Services Technician; Luis Garibay, Technology Services Technician; Pamela Ibarra, CSEA representative; Thomas Kranzler, Network Systems Analyst; Ricardo Leon, Technology Services Technician; Valerie Mitchell, Chief Information Officer; Ilene Poland, CSEA President; Oscar Topete, Technology Services Technician; Dr. Vaca, Assistant Superintendent Human Resources and Support Services

Commissioner Castillo asked to pull action items C-4, C-5, and C-6 from the agenda of Tuesday, July 16, 2019.

ADOPTION OF THE
AGENDA
APPROVAL OF
MINUTES

Commissioner Robinson moved to approve the minutes of May 9, 2019; June 13, 2019; June 19, 2019 as presented. Commissioner Castillo seconded and the motion carried. The vote was as follows 3-0. Castillo Y ; Lopez Y ; Robinson Y

Commissioners welcomed Mr. Karling Aguilera Fort.

COMMENTS BY THE
PUBLIC
ACTION ITEMS

The Commission reviewed the new classification specifications for Director, Network Operations; Information Technology Project Coordinator; Site Technology Coordinator. Commissioner Robinson moved to approve the new classification specification for Director Network Operations and allocate the classification to salary range \$98,201-\$116,669; approve the new classification specification for Information Technology Project Coordinator and allocate the classification to salary range 29 of the CSEA salary schedule; approve the new classification for Site Technology Coordinator and allocate the classification to salary range 29 of the CSEA salary schedule. Commissioner Lopez seconded and the motion carried. The vote was as follows 3-0. Castillo Y ; Lopez Y ; Robinson Y

Establishment of Class
Descriptions

Commissioner Robinson moved to approve the eligibility lists of Switchboard Operator, Risk Management Specialist, Human Resources Assistant, and Grounds Manager. Commissioner Lopez seconded and the motion carried. The vote was as follows 3-0. Castillo Y ; Lopez Y ; Robinson Y

Eligibility Lists

Mrs. Nair-Villano gave an update on current recruitments and classification studies. She summarized the Commission’s staff activities as of the last Commission meeting.

REPORTS/OTHER
INFORMATION/
DISCUSSION ITEMS
Director’s Report

Ms. Poland reported that the Tentative Agreement is currently in the 610 process. She shared that 8 delegates will attend the CSEA Conference.

Report by CSEA

Mr. Aguilera Fort shared that he invited Ms. Nair-Villano to present information regarding the Merit System and the Classified hiring process at the Cabinet meeting. He expressed that he is looking forward to working with everyone.

Report by Assistant
Superintendent, Human
Resources and Support
Services

Dr. Vaca reported that during the upcoming school year 5 student teacher residence will be at our schools. He shared that this is part of a program with the support of the State of California. He also reported that a program for a second pathway will take place in the future for non-teaching positions.

Commissioner Castillo reported that he attended the 2nd Annual CSEA barbeque. Ms. Poland thanked him for helping with the barbeque. Commissioner Lopez thanked Dr. Vaca for working with and for his support of the Personnel Commission office. Commissioner Robinson also thanked Dr. Vaca for his support. Commissioner Castillo shared background with the participation of the Director in Cabinet and the importance of being included in the meetings.

Report by
Commissioners

The Commission convened into closed session at 5:24 p.m. They reconvened into open session at 6:36 p.m. and reported that no action was taken.

CLOSED SESSION

There being no further business, the Commission adjourned at 6:36 p.m.

ADJOURNMENT

Shristie Nair-Villano, Secretary to the Personnel Commission

This certifies that these are the full and correct minutes of the meeting of Tuesday, July 16, 2019 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission



OXNARD SCHOOL DISTRICT SPECIAL MEETING MINUTES

Tuesday, July 23, 2019
4:00 p.m. Oxnard Room of the ESC
1051 South A Street, Oxnard, CA 93030

The Personnel Commission of the Oxnard School District met on Tuesday, July 23, 2019, in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The special meeting was called to order by Commissioner Lopez at 4:00 p.m.

CALL TO ORDER

A roll call of the Commission was conducted. In attendance were:

ROLL CALL

Edward M. Castillo, Chair of the Personnel Commission
Irma J. Lopez, Member of the Personnel Commission
Paul Robinson, Member of the Personnel Commission

Shristie Nair-Villano, Director, Classified Human Resources
Karrie Wing, Senior Human Resources Analyst

Guests: No guests were present.

Commissioner Robinson moved to approve the agenda of Tuesday, July 23, 2019 as presented. Commissioner Lopez seconded and the motion carried. The vote was as follows 3-0. Castillo Y ; Lopez Y ; Robinson Y

ADOPTION OF THE
AGENDA

Discussion was held regarding the Paraeducator job duties. Commissioner Robinson moved to approve the revisions for Paraeducator I, Paraeducator II, and Paraeducator III. Commissioner Lopez seconded and the motion carried. The vote was as follows 3-0. Castillo Y ; Lopez Y ; Robinson Y

ACTION ITEMS
Establishment of class
description-
Paraeducator Series
ADJOURNMENT

There being no further business, the Commission adjourned at 4:24 p.m.

Shristie Nair-Villano, Secretary to the Personnel Commission

This certifies that these are the full and correct minutes of the meeting of Tuesday, July 23, 2019 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

August 8, 2019

TITLE: CLASSIFICATION REVISIONS – Adaptive Technology Specialist, Paraeducator - Hearing Impaired (Oral Speech), and Paraeducator - Hearing Impaired (Sign Language)

BACKGROUND & FINDINGS:

In January 2018, the following classification specifications were revised to standardize language across Special Education classifications:

- Adaptive Technology Specialist
- Paraeducator - Hearing Impaired (Oral Speech)
- Paraeducator - Hearing Impaired (Sign Language)

These changes are being reverted to the original job summary, duties, and qualifications. A full study of all Paraeducator / Instructional Support classifications will be planned for in the upcoming months.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve the revisions for classification specifications:

- Adaptive Technology Specialist
- Paraeducator - Hearing Impaired (Oral Speech)
- Paraeducator - Hearing Impaired (Sign Language)

ADAPTIVE TECHNOLOGY SPECIALIST

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY OF DUTIES

Under the direction of the Principal or other school-site administrator, prepares classroom materials for instruction of blind and visually impaired students; translates material from print to Braille and from Braille to print; and performs a variety of duties relative to assigned area of responsibility.

Under general supervision, serves as a classroom aide for blind or visually impaired students by facilitating communication and providing instructional support through the use of Braille.

Distinguishing Characteristics Among Related Classes

Adaptive Technology Specialist's work under general supervision direction of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for students using the Braille based method of communication.

SUPERVISION RECEIVED AND EXERCISED

Receives immediate supervision from a site administrator and receives work direction from a classroom teacher. No Supervision is exercised.

-Duties and Responsibilities

Essential responsibilities and duties may include, but are not limited to, the following:

1. Translates printed classroom materials into Braille and Braille material into standard print; translates communications and test papers between students and teachers; prepares maps and pictures in a raised drawing format; translates material into large format type for partially-sighted students;
2. Operates a computer, thermoform Braille copier, Braille writers, close circuit televisions, typewriters, magnifiers, tape recorders, talking calculators, and other specialized equipment as necessary to prepare a wide variety of instructional materials;
3. Assists students in academic subjects and study activities relating to various aspects of their Individual Education Plan (I.E.P.)s or 504 plans; assists VH Program certificated personnel in computer labs and main stream classes to determine students' areas of need;
4. Observes teachers' lesson presentations and works with students reinforcing lesson plans; assists individual children and/or small groups in reading of Braille;
5. Assists in orientation of teachers, staff, and parents regarding children's needs related to Braille instruction; maintains confidentiality of pupil records and school reports;
6. Assists the teacher in supervising students during classroom activities, physical exercise periods, field trips and various other activities as directed; assists students to classrooms and events;
7. Assists in maintaining inventories of equipment and classroom supplies as they relate to Braille instruction; sets up work areas, displays, and exhibits within the classroom;
8. Observes and reports progress regarding student performance and behavior to teacher as required; observes and controls behavior of students according to approved procedures;
9. Assist students by providing proper examples, emotional support, friendly attitude and general guidance;
10. Assists in maintaining a neat, orderly, and attractive learning environment; ensures the health and safety of students by following all health and safety rules; perform general clean-up of work site.

Other Related Duties

11. Administers routine first aid and CPR to students as needed;
12. May perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files;

13. May operate specialized physical fitness equipment to assist students as needed;

14. May assist in the loading and unloading of students from buses;

15. Performs related duties and responsibilities as required.

- ~~1. Works with individual students or small groups of students to reinforce class lessons and/or assist students in completing class and homework assignments.~~
- ~~2. Works with students to improve literacy skills and abilities, including leading reading and writing activities to increase comprehension, vocabulary, verbal reasoning and oral and written communication.~~
- ~~3. Works with students during recreational activities to improve interpersonal and general social skills including effective communication, manners, conflict resolution and social problem solving.~~
- ~~4. Prepares materials for classroom and instructional use and maintains a safe and sanitary classroom environment and performs a variety of clerical tasks.~~
- ~~5. Provides assistance to students with special needs that may include attending to personal hygiene such as dressing and undressing, bathing, and grooming and basic health needs, toileting and diapering.~~
- ~~6. Observes students in the classroom and on the yard and provides feedback to teachers on student performance and behavior.~~
- ~~7. Sets appropriate limits for behavior and reinforces positive behavior.~~
- ~~8. Supervises and participates in the set up and feeding of students, maintains a safe and sanitary environment.~~
- ~~9. Accompanies students moving to and from school activities and field trips and provides assistance to students in getting in and out of wheelchairs, orthopedic equipment, vehicles and personal braces and supports.~~
- ~~10. May administer and score tests.~~
- ~~11. Some positions may require the employee to be trained in suctioning to clear air passages, gastrostomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.~~
- ~~12. Performs related duties and responsibilities as assigned.~~

Qualifications

Knowledge of:

- Use and translation of literary Braille;
- Nemeth Code of Mathematics;
- Principles and procedures of record keeping;
- Interpersonal skills using tact, patience, and courtesy;
- Methods and techniques of tutoring students;
- Operational characteristics of various Braille translating and office equipment;
- Basic principles and practices of child development and child guidance related to visually impaired children;
- General needs and behavior of children;
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading;
- Safe practices in classroom and playground activities;
- Pertinent Federal, State and local laws, codes and regulations;
- Classroom procedures and equipment;
- Basic emergency, first aid, and health care techniques.
-
- ~~General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care~~
- ~~Behavior management techniques~~
- ~~Methods and techniques of safely lifting and moving children with physical limitations~~
- ~~Personal hygiene practices~~
- ~~Health and Basic emergency, first aid, and health care techniques.~~

- ~~• Child guidance principles and practices as they relate to children with physical limitations~~
- ~~• Safe practices in school and playground settings~~
- ~~• Basic principles and practices of child development and child guidance~~

Ability to:

- Read and write in Braille; translate printed materials into Braille and vice versa;
- Operate a variety of office and Braille equipment;
- Accept, understand, and appropriately respond to needs of visually impaired students;
- Demonstrate an understanding, patient and receptive attitude toward children with special needs;
- Conform to and support the assigned teacher's style of classroom management;
- Effectively assist teacher in responding to students' emergencies;
- Learn methods and procedures to be followed in an instructional environment;
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Communicate effectively both orally and in writing;
- Understand and follow oral and written directions;
- Analyze situations accurately and adopt an effective course of action;
- Work effectively within established time schedules and with minimal direction;
- Establish and maintain effective working relationships.
- ~~• Reinforce instruction to individual or small groups of students as directed by the teacher~~
- ~~• Maintain confidentiality for the privacy and dignity of physically handicapped children~~
- ~~• Safely lift children in and out of school buses, wheel chairs, braces, and other orthopedic equipment~~
- ~~• Maintain emotional control in difficult situations~~
- ~~• Efficiently and effectively react to emergencies~~
- ~~• Serve as a role model and provide emotional support, and maintain a friendly attitude~~
- ~~• Perform routine clerical duties and maintain records~~
- ~~• Work independently with minimal direction~~
- ~~• Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner~~
- ~~• Communicate effectively both orally and in writing~~
- ~~• Understand and follow oral and written directions~~
- ~~• Establish and maintain effective working relationships with those contacted in the course of work~~
- ~~• React calmly under stressful situations and emergencies~~
- ~~• Travel to multiple sites within work day~~

EMPLOYMENT STANDARDS

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education and Training: Consistent with the Every Student Succeeds Act of 2015, No Child Left Behind Act of 2001 and other related legislation, paraprofessionals working in a program supported with Title I funds must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or

3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience: One of the following:

1. Two years of experience working with elementary school-age children in an organized educational, health, child care, or other structured setting including experience in Braille translation or working with visually impaired children.
2. One year of full-time experience in Braille translation.
3. Possession of Literary Braille Transcribing certification from the National Library Service of the Library of Congress may be substituted for the required experience.

License or Certificate

- Possession of, a valid California Driver's license may be required for some positions.
- Possession of, a CPR and first aid certificate.

Special: ~~Certificate, as required by the individual assignment/position.~~

Some positions in this class may require bilingual certification and/or a special assessment of the ability to communicate clearly in English and/or Spanish.

~~NCLB REQUIREMENT~~

~~In accordance with the No Child Left Behind Act of 2001 (NCLB), paraprofessionals are required to have a high school diploma or its equivalent and demonstrate proficiency in reading, writing, math, and classroom instruction. Employees are required to meet the requirements either by holding an AA degree or higher, having 48 units from an institution of higher education, or by demonstrating, through local assessment, the knowledge of and the ability to assist in the instruction of reading, writing and mathematics.~~

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site; indoor and outdoor recreational facilities; toilet, clean, diaper, and feed children with limitations.

Physical Conditions: Essential functions may require maintaining physical condition necessary for lifting and providing personal hygiene assistance and other duties related to the specific limitations of the children; sitting, walking or standing for prolonged periods of time; near visual acuity to review written documentation; ability to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; lift horizontally and vertically, bend and stoop.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 17.5

Approved 5/89

Revised: 4/92, 2/98, 6/02, 10/09, 10/13, 01/18, 08/2019

PARAEDUCATOR – HEARING IMPAIRED (ORAL SPEECH)

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY OF DUTIES

Under the general direction of the Manager of Special Education, acts as an aide for hearing impaired students in an oral speech program and assists students within the student's assigned educational environment; facilitates communication between deaf and/or hard of hearing students and hearing persons; and performs a variety of duties relative to assigned area of responsibility.

~~Under general supervision, serves as an aide for hearing impaired students in an oral speech program and facilitates communication between impaired hearing students and hearing persons, prepares instructional materials and maintains a sanitary and safe classroom environment.~~

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

Paraeducator's-Hearing Impaired (Oral Speech) work under direction ~~general supervision~~ of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for hearing impaired students in an oral speech program.

Paraeducator's – Hearing Impaired (Sign Language) work under direction ~~general supervision~~ of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for hearing impaired students in an sign language based learning program.

SUPERVISION RECEIVED AND EXERCISED

Receives immediate supervision from a site administrator and receives work direction from a classroom teacher. No supervision is exercised.

Duties and Responsibilities

Essential responsibilities and duties may include, but not limited to, the following:

1. Facilitates communication between hearing impaired students, teachers, and other students in the classroom and during recreational activities;
2. Integrates the hearing impaired student into the educational program of the classroom through the use of speech, reading, writing, gestures, pictures, and other methods;
3. Provides instructional support to the hearing impaired students, as required;
4. Assists students by explaining vocabulary and basic concepts from lessons and readings; takes notes as needed;
5. Assists the teacher in all communication needs, including the promotion of safety and the encouragement of acceptable behavior and maintenance of discipline;
6. Observes and reports progress of students as required; observes and controls behavior of students according to approved procedures;
7. Assists students by providing proper examples, emotional support, friendly attitude, and general guidance;
8. Confers, as needed, with teachers concerning programs and materials to meet the students' needs;
9. Assists the teacher in providing parents with skills to aid in communicating with their hearing impaired children in support of the classroom instructions;
10. Provides support to the teacher by setting up work areas, displays and exhibits, operating various educational equipment as needed, and distributing and collecting papers and supplies;

11. Assists hearing impaired students become self-reliant.

Other Related Duties

12. May perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files;

13. May assist non- and limited English speaking students with language development skills;

14. May travel to multiple classrooms/schools to work with students;

15. Performs related duties and responsibilities as required.

~~1. Works with individual students or small groups of students to reinforce class lessons and/or assist students in completing class and homework assignments.~~

~~2. Works with students to improve literacy skills and abilities, including leading reading and writing activities to increase comprehension, vocabulary, verbal reasoning and oral and written communication.~~

~~3. Works with students during recreational activities to improve interpersonal and general social skills including effective communication, manners, conflict resolution and social problem solving.~~

~~4. Prepares materials for classroom and instructional use and maintains a safe and sanitary classroom environment and performs a variety of clerical tasks.~~

~~5. Provides assistance to students with special needs that may include attending to personal hygiene such as dressing and undressing, bathing, and grooming and basic health needs, toileting and diapering.~~

~~6. Observes students in the classroom and on the yard and provides feedback to teachers on student performance and behavior.~~

~~7. Sets appropriate limits for behavior and reinforces positive behavior.~~

~~8. Supervises and participates in the set up and feeding of students, maintains a safe and sanitary environment.~~

~~9. Accompanies students moving to and from school activities and field trips and provides assistance to students in getting in and out of wheelchairs, orthopedic equipment, vehicles and personal braces and supports.~~

~~10. May administer and score tests.~~

~~11. Some positions may require the employee to be trained in suctioning to clear air passages, gastrostomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.~~

~~12. Performs related duties and responsibilities as assigned.~~

Qualifications

Knowledge of:

- A variety of techniques for communication with the hearing impaired;
- The nature of deafness and its effects on the language development of the deaf child;
- Child guidance principles and practices, especially as they relate to children with disabilities;
- Principles and procedures of record keeping;
- Methods and techniques of tutoring students;
- General needs and behavior of children;
- Methods and techniques of instruction;
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.
- Safe practices in classroom and playground activities;
- Classroom procedures and equipment;
- Reading and writing communication skills;
- Oral and written communications skills.
- ~~General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care~~

- ~~• Behavior management techniques~~
- ~~• Methods and techniques of safely lifting and moving children with physical limitations~~
- ~~• Personal hygiene practices~~
- ~~• Health and safety and basic first aid techniques, including CPR~~
- ~~• Child guidance principles and practices as they relate to children with physical limitations~~
- ~~• Safe practices in school and playground settings~~
- ~~• Basic principles and practices of child development and child guidance~~

Ability to:

- Speak, read and write English fluently and carry on normal speech and hearing activities;
- Accept, understand and appropriately respond to needs of students;
- Demonstrate an understanding, patient and receptive attitude toward children with special needs;
- Conform to and support the assigned teacher's style of classroom management;
- Learn methods and procedures to be followed in an instructional environment;
- Work independently with minimal direction;
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Communicate clearly and effectively, both orally and in writing;
- Understand and follow oral and written directions;
- Analyze situations accurately and adopt an effective course of action;
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities;
- Establish and maintain effective working relationships,
- ~~• Reinforce instruction to individual or small groups of students as directed by the teacher~~
- ~~• Maintain confidentiality for the privacy and dignity of physically handicapped children~~
- ~~• Safely lift children in and out of school buses, wheel chairs, braces, and other orthopedic equipment~~
- ~~• Maintain emotional control in difficult situations~~
- ~~• Efficiently and effectively react to emergencies~~
- ~~• Serve as a role model and provide emotional support, and maintain a friendly attitude~~
- ~~• Perform routine clerical duties and maintain records~~
- ~~• Work independently with minimal direction~~
- ~~• Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner~~
- ~~• Communicate clearly and concisely, both orally and in writing~~
- ~~• Understand and follow oral and written directions~~
- ~~• Establish and maintain effective working relationships with those contacted in the course of work~~
- ~~• React calmly under stressful situations and emergencies~~
- ~~• Travel to multiple sites within work day~~

EMPLOYMENT STANDARDS

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education and Training: Consistent with the Every Student Succeeds Act of 2015, No Child Left Behind Act of 2001 and other related legislation, paraprofessionals working in a program supported with Title I funds must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience: Two years of experience working with hearing impaired students or children in a school, health services, or other instructional environment.

License or Certificate

- Possession of, a valid California Driver's license may be required for some positions.
- Possession of, a CPR and first aid certificate.

Special: Certificate, as required by the individual assignment/position.

Some positions in this class may require bilingual certification and/or a special assessment of the ability to communicate clearly in English and/or Spanish.

NCLB REQUIREMENT

~~In accordance with the No Child Left Behind Act of 2001 (NCLB), paraprofessionals are required to have a high school diploma or its equivalent and demonstrate proficiency in reading, writing, math, and classroom instruction. Employees are required to meet the requirements either by holding an AA degree or higher, having 48 units from an institution of higher education, or by demonstrating, through local assessment, the knowledge of and the ability to assist in the instruction of reading, writing and mathematics.~~

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site; indoor and outdoor recreational facilities; toilet, clean, diaper, and feed children with limitations.

Physical Conditions: Essential functions may require maintaining physical condition necessary for lifting and providing personal hygiene assistance and other duties related to the specific limitations of the children; sitting, walking or standing for prolonged periods of time; near visual acuity to review written documentation; ability to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; lift horizontally and vertically, bend and stoop.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 17.5

Approved: 5/89

Revised: 4/92, 2/98, 6/02, 4/13, 08/2019

PARAEDUCATOR – HEARING IMPAIRED (SIGN LANGUAGE)

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY OF DUTIES

Under the general direction of the Manager of Special Education, acts as an aide and interpreter for hearing impaired students not in an oral speech program and assists students within the student's assigned educational environment; facilitates communication between deaf and/or hard of hearing students and hearing persons; and performs a variety of duties relative to assigned area of responsibility.-

~~Under general supervision, serves as an aide and interpreter for hearing impaired students and assists students by facilitating communication and providing instructional support through the use of American Sign Language (ASL), Pidgin Signed English (PSE), and/or Signed Exact English (SEE).~~

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

Paraeducator's-Hearing Impaired (Sign Language) work under ~~direction general supervision~~ of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for hearing impaired students in an sign language based learning program

Paraeducator's – Hearing Impaired (Oral Speech) work under ~~direction general supervision~~ of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for hearing impaired students in an oral speech program.

SUPERVISION RECEIVED AND EXERCISED

Receives immediate supervision from a site administrator and receives work direction from a classroom teacher. No supervision is exercised.

Duties and Responsibilities

Essential responsibilities and duties may include, but are not limited

1. Provides sign to voice and voice to sign interpreting of communications between students and teachers using American Sign Language (ASL), Pidgin Signed English (PSE), or Signed Exact English (SEE) and Oral Interpreting in a variety of classroom and recreational settings; ; interpret lessons, educational information and all directives presented by the instructor;
2. Integrates the hearing impaired student into the educational program of the classroom through the use of sign language, finger spelling, speech, reading, writing, gestures, pictures, and other methods;
3. Provides instructional support to the hearing impaired students, as required;
4. Assists students in developing communication skills such as sign language, speech reading, and English;
5. Assists students by interpreting explanations of vocabulary and basic concepts from lessons and readings; takes notes as needed;
6. Reverse interprets by orally responding for the student as needed;
7. Assists the teacher in all communication needs, including the promotion of safety and the encouragement of acceptable behavior and maintenance of discipline;
8. Observes and reports progress of students as required; observes and controls behavior of students according to approved procedures;
9. Assists students by providing proper examples, emotional support, friendly attitude, and general guidance;

10. Confers, as needed, with teachers concerning programs and materials to meet the students' needs;
11. Assists the teacher in providing parents with skills to aid in communicating with their hearing impaired children in support of the classroom instructions;
12. Provides support to the teacher by setting up work areas, displays and exhibits, operating various educational equipment as needed, and distributing and collecting papers and supplies;
13. Assists hearing impaired students become self-reliant.

Other Related Duties

14. May perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking role and maintaining records and files;
15. May travel to multiple classrooms/schools to work with students;
16. May be required to attend meetings such as I.E.P. meetings and parent-teacher conferences regarding hearing impaired students in order to facilitate communication;
17. Performs related duties and responsibilities as required.

- ~~1. Works with individual students or small groups of students to reinforce class lessons and/or assist students in completing class and homework assignments.~~
- ~~2. Works with students to improve literacy skills and abilities, including leading reading and writing activities to increase comprehension, vocabulary, verbal reasoning and oral and written communication.~~
- ~~3. Works with students during recreational activities to improve interpersonal and general social skills including effective communication, manners, conflict resolution and social problem solving.~~
- ~~4. Prepares materials for classroom and instructional use and maintains a safe and sanitary classroom environment and performs a variety of clerical tasks.~~
- ~~5. Provides assistance to students with special needs that may include attending to personal hygiene such as dressing and undressing, bathing, and grooming and basic health needs, toileting and diapering.~~
- ~~6. Observes students in the classroom and on the yard and provides feedback to teachers on student performance and behavior.~~
- ~~7. Sets appropriate limits for behavior and may, as directed reinforce positive behavior~~
- ~~8. Supervises and participates in the set up and feeding of students, maintains a safe and sanitary environment.~~
- ~~9. Accompanies students moving to and from school activities and field trips and provides assistance to students in getting in and out of wheelchairs, orthopedic equipment, vehicles and personal braces and supports.~~
- ~~10. May administer and score tests.~~
- ~~11. Some positions may require the employee to be trained in suctioning to clear air passages, gastronomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.~~
- ~~12. Performs related duties and responsibilities as assigned~~

Qualifications

Knowledge of:

- Sign language systems including American Sign Language, Pidgin Signed English (PSE), and Signed Exact English (SEE);
- Code of Ethics of the Registry of Interpreters for the Deaf;
- Basic manual communication skills, English usage, grammar, and spelling;
- Deafness and foundational concepts of deaf culture;
- Child guidance principles and practices;
- Principles and procedures of record keeping;

- Methods and techniques of tutoring students;
- General needs and behavior of children;
- Methods and techniques of instruction;
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading;
- Safe practices in classroom and playground activities;
- Principles of good public relations;
- Classroom management techniques.

- ~~General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care~~
- ~~Behavior management techniques~~
- ~~Methods and techniques of safely lifting and moving children with physical limitations~~
- ~~Personal hygiene practices~~
- ~~Health and safety and basic first aid techniques, including CPR~~
- ~~Child guidance principles and practices as they relate to children with physical limitations~~
- ~~Basic principles and practices of child development and child guidance~~

Ability to:

- Interpret and communicate fluently with high proficiency in the sign language system appropriate to the individual needs of the students;
- Use total communication including facial expressions and physical gestures in order to communicate effectively with hearing impaired students;
- Reverse interpret manual communication into oral and written communication;
- Speak, read and write English fluently and carry on normal speech and hearing activities.
- Accept, understand, and appropriately respond to needs of students;
- Conform to and support the assigned teacher's style of classroom management;
- Learn methods and procedures to be followed in an instructional environment;
- Work independently with minimal direction;
- Work effectively within established time schedules;
- Communicate effectively both orally and in writing;
- Communicate in written form using correct English, grammar, spelling, punctuation and sentence structure;
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Understand and follow oral and written directions;
- Analyze situations accurately and adopt an effective course of action;
- Establish and maintain effective working relationships.

- ~~Reinforce instruction to individuals or small groups of students as directed by the teacher~~
- ~~Maintain confidentiality for the privacy and dignity of physically handicapped children~~
- ~~Safely lift children in and out of school buses, wheel chairs, braces and other orthopedic equipment~~
- ~~Maintain emotional control in difficult situations~~
- ~~Efficiently and effectively react to emergencies~~
- ~~Serve as a role model and provide emotional support, and maintain a friendly attitude~~
- ~~Perform routine clerical duties and maintain records~~
- ~~Work independently with minimal direction~~
- ~~Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner~~
- ~~Communicate clearly and concisely, both orally and in writing~~
- ~~Understand and follow oral and written directions~~
- ~~Establish and maintain effective working relationships with those contacted in the course of work~~

- ~~• React calmly under stressful situations and emergencies~~
- ~~• Travel to multiple sites within work day~~

EMPLOYMENT STANDARDS

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education and Training: Consistent with the Every Student Succeeds Act of 2015, No Child Left Behind Act of 2001 and other related legislation, paraprofessionals working in a program supported with Title I funds must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience: Six months of sign language interpreting experience working with students or school-age children in a school, health services, or other structured environment; experience working with special education students is desirable.

License or Certificate

- Possession of, a valid California Driver's license may be required for some positions.
- Possession of, a CPR and first aid certificate.

Special: Title 5 of the California Code of Regulations requires that as of July 1, 2009, all employees performing sign language interpretation in a K-12 educational setting must possess a valid certificate issued by the National Registry of Interpreters for the Deaf (RID) or equivalency as defined by the California Department of Education.

Equivalents to a valid RID certificate include valid certificates with a score of 4.0 or higher from the following organizations:

1. National Association of the Deaf (NAD)
2. American Consortium of Certified Interpreters (ACCI)
3. Educational Interpreter Performance Evaluation (EIPA)
4. Educational Sign Skills Evaluation-Interpreter/Receptive (ESSE-I/R)

~~**Special:** Certificate, as required by the individual assignment/position.~~

Some positions in this class may require bilingual certification and/or a special assessment of the ability to communicate clearly in English and/or Spanish.

NCLB REQUIREMENT

~~In accordance with the No Child Left Behind Act of 2001 (NCLB), paraprofessionals are required to have a high school diploma or its equivalent and demonstrate proficiency in reading, writing, math, and classroom instruction. Employees are required to meet the requirements either by holding an AA degree or higher, having~~

~~48 units from an institution of higher education, or by demonstrating, through local assessment, the knowledge of and the ability to assist in the instruction of reading, writing and mathematics.~~

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site; indoor and outdoor recreational facilities; toilet, clean, diaper, and feed children with limitations.

Physical Conditions: Essential functions may require maintaining physical condition necessary for lifting and providing personal hygiene assistance and other duties related to the specific limitations of the children; sitting, walking or standing for prolonged periods of time; near visual acuity to review written documentation; ability to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; lift horizontally and vertically, bend and stoop.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 22.5

Approved: 4/13, 1/18, 08/2019

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

August 8, 2019

TITLE: CLASSIFICATION REVISION – Speech Language Pathology Assistant

BACKGROUND & FINDINGS:

The Speech Language Pathology Assistant classification specification is being revised for recruitment purposes. In order to qualify for the Speech Language Pathology Assistant position, incumbents must possess a Speech-Language Pathology Assistant License through the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board of the California Department of Consumer Affairs (*California Code of Regulations 1399.170.11*). The current “Experience and Training Guidelines” listed on the classification specification are repetitive and adds roadblocks for the applicant.

The following changes to the “Experience and Training Guidelines” are being proposed:

- Experience – listed seventy (70) hours of fieldwork experience is required to attain license
- Training – listed training requirements are required to attain license
- CPR/First aid certificate – this is not required to attain license or to perform the duties of this position

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve the revisions to the Speech Language Pathology Assistant classification specification.

SPEECH LANGUAGE PATHOLOGY ASSISTANT

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

Definition

To assist a credentialed Speech Language Pathologist in providing speech therapy assessment services to identified students in accordance with Individualized Education Program (IEP) goals; provides services to students with specialized needs; and performs a variety of duties in support of student case management services; and to perform a variety of duties related to assigned area of responsibility. This position does not develop curriculum.

A Speech Language Pathology Assistant participates and collaborates as a member of an educational team by assisting in providing student speech therapy services to special needs students in accordance with the mandates of the Individuals with Disabilities Education Act. An incumbent works under the guidance and direction of a credentialed Speech Language Pathologist in developing and providing services for individual students to improve their academic performance.

Supervision Received and Exercised

Receives general supervision from the site administrator. Receives technical and work direction from the Manager, Special Education, Speech Language Pathologist, or designee.

Essential Functions Statements

Essential and other important responsibilities and duties may include, but are not limited to, the following:

1. Assist in providing student speech therapy services according to Individual Education Program (IEP) goals and treatment plans developed by a Speech Language Pathologist.
2. Assist in the assessment of student speech and language skills.
3. Confer with Speech Language Pathologist regarding student progress.
4. May attend IEP meetings for assigned students and present findings and recommendations as approved by a Speech Language Pathologist.
5. Maintain confidentiality of sensitive and privileged information; provide assistance to educational staff as a case management team member through consultation, training and individual and group activities.
6. Document student progress toward IEP goals and perform a variety of clerical support duties such as maintaining objectives, preparing charts, records, graphs, or other means of documentation.
7. Observe and control behavior and interaction of students according to approved procedures.
8. Utilize positive restraint techniques according to established procedures as necessary if written in IEP.
9. Administer speech or language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written and oral tests and special instruments.
10. Assist Speech Language pathologist during assessment.
11. Consult with and advise educators or medical staff on speech or hearing topics such as communication strategies and speech and language stimulation.

12. Prepare therapy materials and/or equipment for use in classroom and therapy activities.
13. Adapt or modify instructional materials and/or equipment for teacher use in classroom, as determined by students' needs and abilities.
14. Assist in the teaching of students to control or strengthen tongue, jaw, face muscles, and breathing mechanisms.
15. Implement speech exercise programs to reduce disabilities.
16. Implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, and social workers.
17. Perform other related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- Correct English usage, spelling, grammar, and punctuation.
- Effective record keeping practices and procedures.
- Human anatomy and physiology applicable to the position.
- Normal speech, language, and hearing development.
- Language disorders and rehabilitation.
- Articulation disorders and rehabilitation.
- Acquired disorders and rehabilitation.
- Clinical methods and procedures.
- Hearing disorders and aural rehabilitation.
- Learning patterns in children.
- Child behavior and behavior modification.

Ability to:

- Remain current in techniques and technologies associated with the specialized learning needs in language and articulation development.
- Select appropriate techniques to be used with students.
- Use good judgment in making independent decisions to respond to student requests and needs.
- Perform simple math calculations to compile reports.
- Prioritize workload and conflicting demands.
- Maintain records and status reports.
- Recall facts, figures, names, faces, and information.
- Complete tasks in a timely manner.
- Identify the main idea or essential message in a text.
- Identify relevant details and facts in instructional materials.
- Infer or locate the meaning of technical vocabulary.
- Communicate thoughts ideas, information, and messages in writing.
- Record information completely and accurately.
- Learn basic child guidance, development and interaction skills.
- Use appropriate student behavior management strategies.
- Follow written and oral instructions.

- Use patience and tact in working with students with disabilities.
- Maintain confidentiality about all personal information, assessment results, medical history, and other records concerning students and their families.
- Interact successfully with parents, students, supervisors, school staff, and community agency representatives.
- Maintain consistent, punctual and regular attendance.
- Develop and maintain effective interpersonal relations using tact, patience and courtesy

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience: Six months of experience working with individuals with speech and language disabilities in a structured environment is desired.
~~Seventy (70) hours of Speech Language fieldwork experience.~~

Training: ~~One of the following:~~

- ~~1. A Bachelor's degree in Speech Language Pathology or Communicative Disorders from an accredited educational institution.~~
- ~~1. An Associate's degree in Speech Language Pathology Assistant from a program approved by the California Speech Language Pathology & Audiology & Hearing Aid Dispensers Board.~~

License or Certificate:

Possession of a Speech-Language Pathology Assistant License through the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board of the California Department of Consumer Affairs.

Possession of a valid California Driver's license.

Ability to be insured, and continue to be insurable, by the District's liability insurance carrier.

All licenses, certificates, and other requirements listed above are required at the time of employment and must be maintained during the course of employment unless otherwise noted.

•

~~• Possession of a CPR and first aid certificate.~~

Other Requirement

Some positions in this class may be required to utilize a second designated language (i.e. Spanish).

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site.

Physical Conditions: Essential functions may require maintaining physical condition necessary for sitting, walking or standing for prolonged periods of time; near visual acuity to review written documentation; ability to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; lift horizontally and vertically, bend and stoop.

Personnel Commission Approved: May 15, 2012

Revised: 08/2019

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

August 8, 2019

TITLE: CLASSIFICATION REVISION – School Occupational Therapist

BACKGROUND & FINDINGS:

The School Occupational Therapist classification specification is being revised for recruitment purposes. In order to qualify for the School Occupational Therapist position, incumbents must possess a valid license to operate as a Certified Occupational Therapist issued by the California Board of Occupational Therapy (CBOT) (*Business and Professions Code 5.6.2570.3*). The current “Experience and Training Guidelines” listed on the classification specification are repetitive and adds roadblocks for the applicant.

The following changes to the “Experience and Training Guidelines” are being proposed:

- Education – listed education requirements are required to attain license
- CPR/First aid certificate – this is not required to attain license or to perform the duties of this position

The duties are also being revised to add the need to provide supervision to Certified Occupational Therapy Assistant’s (COTA) and aides when providing services, per the Occupational Therapy Practice Act, licensed Occupational Therapists are responsible for providing this supervision and support (*Business and Professions Code 5.6.2570.2*). The Special Education department has also requested for a new classification study to create a Certified Occupational Therapy Assistant classification to better provide services to students; this study is planned to be presented to the Commission in the upcoming months.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve the revisions to the School Occupational Therapist classification specification.

SCHOOL OCCUPATIONAL THERAPIST

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY OF DUTIES

Under the direction of the Manager of Special Education, provides educationally related occupational therapy services to students with various disabilities according to the student's Individualized Education Plan (IEP). The Occupational Therapist participates as a member of the education team, provides assessments and develops written reports; identifies students' abilities within the educational or developmental settings; develops goals and objectives for consideration in IEP meetings; develops individual and/or group occupational therapy intervention plans; maintains appropriate documentation of students' progress and related reports; and provides consultative services and support to teachers.

A School Occupational Therapist is expected to handle a variety of assignments that relate to individual students' specialized needs and related disabilities. They are expected to work independently with the students on a one-to-one basis or in a group setting. The Occupational Therapist has a broad scope of evaluative tasks in the development, planning and assessment of therapy programs.

SUPERVISION RECEIVED AND EXERCISED

Receives minimal supervision from the Manager of Special Education and the Director of Pupil services.

ESSENTIAL DUTIES

- Conducts assessments of students to determine eligibility for occupational therapy;
- Provides occupational therapy services to students;
- Maintains a safe and orderly treatment area;
- Reviews reports from health care providers requesting occupational therapy and coordinates occupational therapy services with students' health care providers;
- Collaborates with school nurses in the coordination of medical care protocols and acts as a resource to school personnel in interpreting occupational therapy services;
- Plans and develops therapeutic intervention goals that are educationally relevant and will be used in students' educational programs;
- Establishes a system of documentation that is professional, efficient and accountable and that conforms to state and individual agency policy;
- Communicates results of evaluations and reports of occupational therapy services to the educational staff, parents, students and other professionals and agencies concerned with the students;
- Assesses students physical abilities in an educational environment by gathering data in such areas as oral motor skills, sensory integration, motor planning, developmental function, self care, fine motor function, work behavior, endurance and postural tone;
- Prepares detailed records and reports concerning student progress and daily activities collaborates with parents regarding plans for occupational therapy services, including planning for therapy in the least restrictive environment;
- Provides reports for use in Individualized Educational Program (IEP) and Individualized Family Services Plan (IFSP) committees, attends IEP and IFSP meetings as necessary and maintains progress notes on student records;
- Demonstrates appropriate activities for students to program staff;
- Provides consultation to the educational system regarding student needs, professional needs and system needs in order for the system to achieve its goals and objectives;

- Provides direct in-sight supervision to Certified Occupational Therapy Assistant's and aides when providing delegated client-related tasks; provides advice or instruction as needed;
- Provides reassessments of students focusing on areas of need at intervals determined to be educationally relevant;
- Trains and serves as a consultant to program staff in areas such as sensory motor, sensory stimulation and body awareness, fine motor and gross motor skills and other areas within the therapist's area of expertise.

Other Related Duties

- Performs administrative tasks and activities related to the CEA medical and the MAA claiming process;
- Recommends, designs and creates adaptive equipment;
- Performs other related duties as required.

KNOWLEDGE, ABILITIES, AND TRAITS

Knowledge of:

- Child development, neuromuscular function/dysfunction, sensory motor integration, kinesiology, skeletal anatomy and basic pathology related to orthopedic disabilities;
- Individual and group occupational therapy techniques commonly used for students with special needs;
- Educational and medical applications of adaptive equipment;
- Generally accepted standards of health and sanitation;
- Policies and objectives of assigned programs and activities;
- Case management principles;
- Record keeping practices and procedures;
- Interpersonal skills using tact, patience, and courtesy;
- First Aid and CPR procedures.

Ability to:

- Develop, plan and implement an occupational therapy program for students with various disabilities;
- Assess individual students and develop appropriate intervention which includes goals/objectives of IEP team;
- Explain and provide training on occupational therapy and rehabilitative procedures;
- Provide consultation for classroom and home management of motor, sensory, perceptual and self-care programs;
- Establish and maintain effective working relationships;
- Plan and organize work;
- Work effectively within established time schedules and with minimal direction;
- Work independently with little direction;
- Operate a variety of office equipment including computers and all applicable hardware and software, copiers, printers, scanners, telephones, and fax machines;
- Communicate effectively both orally and in writing;
- Understand and follow both oral and written instructions;
- Maintain accurate records and prepare reports;
- Work confidentially with discretion.

Traits:

- Appreciates and respects the differences among people;
- Easily adapts to situations and changes;

Oxnard School District

Page 3 of 3

- Effectively manages one's own time, priorities, and resources;
- Enables the growth of others;
- Is punctual and follows through;
- Stays focused and has a good work ethic;
- Strives to meet customer's needs;
- Works around obstacles and is self-starting.

EMPLOYMENT STANDARDS

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

~~Education: Graduation from an occupational therapy curriculum accredited jointly by the Council on Medical Education of the American Medical Association and the American Occupational Therapy Association.~~

Experience: Experience working with students with a variety of disabilities in an educational setting is desirable.

License or Certificate:

Special:

Possession of Board Certification from the National Board of Occupational Therapy (NBCOT).

Possession of a valid license to operate as a Certified Occupational Therapist issued by the California Board of Occupational Therapy (CBOT).

~~Possession of a valid First Aid Certificate, comparable to the American Red Cross Standard First Aid Certificate.~~

~~Possession of a valid Cardiopulmonary Resuscitation Certificate.~~

Possession of a valid, Class C, California Driver License.

Ability to be insured, and continue to be insurable, by the District's liability insurance carrier.

All licenses, certificates, and other requirements listed above are required at the time of employment and must be maintained during the course of employment unless otherwise noted.

Physical Requirements: Employees in this classification stand, walk, use both hands simultaneously, stoop/bend, reach overhead, have dexterity of fingers/hands and muscular coordination, lift, carry, push, and pull up to 50 pounds or over 50 pounds with assistance, see small details, speak clearly, and hear normal voice conversation.

WORK ENVIRONMENT: Employees in this classification work in both an indoor and outdoor school work environment, with frequent interruptions, with changing priorities and short deadlines, and drive an automobile to conduct work.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 34.5 (reallocated 9/7/16)

Approved: 7/12

Revised: 08/2019

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

August 8, 2019

TITLE: Advanced Step Placement for Marco Antonio Lopez, Grounds Manager

BACKGROUND & FINDINGS:

Personnel Commission staff recently completed a full recruitment for the Grounds Manager position. Mr. Marco Antonio Lopez was selected for the position by the hiring department. Mr. Lopez requested to start at Step 2 of the Grounds Manager salary range based on his current salary and the starting salary offered for the Grounds Manager position. Evidence of past salary has been verified by Personnel Commission staff and the hiring authority is in agreement of advanced step placement.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement for Marco Antonio Lopez, Grounds Manager, at Step 2 of the Classified Management salary schedule pursuant to Personnel Commission Rules & Regulations 70.200.1.

PERSONNEL COMMISSION RULES & REGULATIONS

70.200(A) PCRR

70.200 Application of Salary Schedule

As provided for in *Education Code* 45260 (Effective January 1, 1982), this section of the Personnel Commission Rules and Regulations may not be applicable to members of a/the bargaining unit for classified employees. Members of a/the bargaining unit for classified employees should refer to the collective bargaining agreement with regard to this subject matter.

70.200.1 Initial Placement

All new regular employees shall be paid in accordance with the salary range established for the class to which assigned. Initial placement will normally be the first step of the salary range. However, a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission. In determining the appropriateness of an advanced placement request, the Director of Classified Human Resources shall base his decision on the following factors:

1. Additional education at the college level which is directly related to the classification and beyond the established requirement for entry into the class. Credit for one step may be given for two years or greater of additional directly related education.

2. Experience in a related position equivalent to/higher than the classification to which the selected candidate has been assigned. Credit for one step may be given for two years or greater of experience in a similar or higher level related position outside of the District.

3. Evidence that the salary received by the selected candidate from his most recent employer is greater than the first step of the salary range of the class. A selected candidate may be given credit for multiple steps based on evidence of an equal or greater recent salary. In no circumstances shall the initial placement exceed the top step of the salary range for the class.

This section doesn't pertain to employees upon promotion. Please refer to Rule 70.200.3 for salary placement following promotion.

70.200.2 Anniversary Date and Step Advancement

- A. Regular non-management employees hired after July 1, 1989, shall receive a one-step advancement on their assigned salary range on the first of the month following satisfactory completion of their 130 day probation.
- B. Beginning July 1, 1989, July 1 shall be the salary date for all regular classified employees. Employees hired between July 1 and December 31 inclusive, shall be eligible to receive an anniversary step advancement the ensuing July 1. Employees hired between January 1 and June 30, inclusive, shall not be eligible to receive an anniversary step advancement until the second July following their date of hire. Subsequent annual step advancement, including supermaximums (longevity increments) defined below, shall become effective on July 1 of each year until the maximum step on the assigned salary range is attained.
- C. An employee, in order to gain credit for a year of employment toward annual step advancement on the salary schedule, must be employed in a paid status for at least two-thirds (2/3) of the annual working days assigned to his/her position during the preceding fiscal year.

OXNARD SCHOOL DISTRICT

PERSONNEL COMMISSION

Recruitment Type: Dual Certification

Director's Certification:



Eligibility List No. 18-19:39

Established:

7/26/2019

REGISTERED BEHAVIOR INTERVENTION TECHNICIAN

Rank	Name	Expiration Date
1	Garcia, Darlene	7/26/2020
2	Fuentes, Saira	7/26/2020
2	Jasso, Judy	7/26/2020
3	Vasquez Mendoza, Anita	7/26/2020
4	Wilson, Luke	7/26/2020
5	Pina, Bobby	7/26/2020

Eligibility lists are in effect for one year from the date on which they are established unless they are exhausted.
Lists may be created for six months with approval of the Personnel Commission.

OXNARD SCHOOL DISTRICT

Recruitment Type:
Dual Certification
Director's Certification:



PERSONNEL COMMISSION

Eligibility List No. 18-19:58
Established: 8/5/2019
Merged: 8/5/2019

Health Care Technician

Rank	Name	Expiration Date
1	Quiles Jr., Miguel	12/5/2019
2	Magana, Maria	8/5/2020
3	Magistrado, Douglas Turiano	8/5/2020
4	Fuentes, Jenny	12/5/2019

Eligibility lists are in effect for one year from the date on which they are established unless they are exhausted.
Lists may be created for six months with approval of the Personnel Commission.

CLASSIFIED PERSONNEL ACTIONS

New Hire

Barragan, Mayra A	Library Media Technician, Position #1849 Elm 5.0 hrs./190 days	04/29/2019
Corse, Alyssa M	Paraeducator II, Position #2114 Special Education 5.75 hrs./183 days	05/06/2019
Martinez, Mayra	Paraeducator II, Position #9306 Special Education 5.75 hrs./183 days	05/13/2019
Patron-LaFrance, Alicia	Payroll Technician, Position #9176 Budget & Finance 8.0 hrs./246 days	05/06/2019
Harper, Stephanie	Library Media Technician, Position #2199 Sierra Linda 5.0 hrs./190 days	5/20/2019
Reyes, Juan C	Custodian, Position #6448 Driffill 4.0 hrs./246 days	07/02/2019

Limited Term

Almanza, Sanjuana	Campus Assistant (substitute)	04/22/2019
Botello, Monica	Paraeducator (substitute)	05/14/2019
Chavez, Julio C	Paraeducator (substitute)	05/28/2019
Cortez, Rosario	Campus Assistant (substitute)	05/01/2019
Garcia Jr., Manuel	Custodian (substitute)	05/22/2019
Gutierrez, Sheila M	Clerical (substitute)	05/13/2019
Jimenez, Maricela	Child Nutrition Worker (substitute)	05/07/2019
Jimenez, Perla	Clerical (substitute)	05/13/2019
Nunez, Charles J	Custodian (substitute)	05/15/2019
Ordaz, Josue J	Paraeducator (substitute)	05/15/2019
Plascencia, Carlos	Clerical (substitute)	05/13/2019
Potts, Erin	Clerical (substitute)	05/20/2019
Ting, Tina M	Clerical (substitute)	04/20/2019
Torres, Alfred	Clerical (substitute)	05/20/2019
Washington, Ashleigh K	Paraeducator (substitute)	06/24/2019

Transfer

Cater, Taylor	Paraeducator I, Position #7184 McAuliffe 4.83 hrs./ 183 days Paraeducator I, Position #7167 Brekke 4.83 hrs./ 183 days	05/26/2019
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CLASSIFIED PERSONNEL ACTIONS

In Lieu of Layoff continued

Ontiveros, Alma	Preschool Assistant, Position #9595 Harrington 3.0 hrs./183 days Preschool Assistant, Position #2893 Harrington 3.0 hrs./183 days	08/19/2019
Lopez, Ana S	Preschool Teacher, Position #9579 Ramona 4 hrs./183 days Preschool Teacher, Position #6336 Sierra Linda 4 hrs./183 days	08/19/2019
Palomar, Ariana	Preschool Teacher, Position #9582 Harrington 4.0 hrs./183 days Preschool Teacher, Position #2895 Harrington 4.0 hrs./183 days	08/12/2019
Perez, Maria	Intermediate School Secretary BL, Position #6708 Kamala 8.0 hrs./192 days Intermediate School Secretary BL, Position #5388 Frank 8.0 hrs./192 days	7/29/2019
Nash, Maribel	Intermediate School Secretary BL, Position #921 Frank 8.0 hrs./192 days Intermediate School Secretary BL, Position #6338 Fremont 8.0 hrs./192 days	7/29/2019
Gaytan, Blanca	Office Assistant III BL, Position #2408 Special Education 8.0 hrs./ 12 months Office Assistant III BL, Position #1808 Educational Services 8.0 hrs./ 12 months	8/26/2019
Van Voorhis, Leticia	Office Assistant II BL, Position #631 Drifill 8.0 hrs./ 203 days Office Assistant III BL, Position #2408 Special Education 8.0 hrs./ 12 months	8/26/2019
Valenzuela-Arenas, Dalia	Administrative Assistant BL, Position #560 Educational Services 8.0 hrs./ 12 months Administrative Assistant BL, Position #5467 Educational Services 8.0 hrs./ 12 months	7/29/2019
Aspuria, John	Site Technology Technician, Position #2511 Ramona 7.0 hrs./ 221 days Site Technology Technician, Position #2947 Haydock 5.0 hrs./ 12 months	7/29/2019

CLASSIFIED PERSONNEL ACTIONS

Voluntary Demotion

Escobedo, Sonia	Paraeducator I, Position #7178 Lemonwood 4.10 hrs./ 183 days Paraeducator II, Position #8603 Special Education 5.75 hrs./ 183 days	05/19/2019
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Return from Leave of Absence

Grande, Carmen E	School Office Manager, Position #1820 Marshall 8.0 hrs./ 210 days	05/20/2019
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Released during Probation

10574	Language Assessment Technician, Position #2443	05/23/2019
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Medical Layoff

1362	Paraeducator II, Position #6581	06/27/2019
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Resignation

Canales, Catalina	Health Care Technician, Position #9032	05/07/2019
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	Pupil Services 7.0 hrs./183 days	
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Fateh, Navid D	Director of Facilities, Position #7354	06/03/2019
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	Facilities 8.0 hrs./ 246 days	
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Fountain, Genesis	District Textbook Coordinator, Position #2300	05/31/2019
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	Educational Services 8.0 hrs./246 days	
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Gardner, Stephen A	Bus Driver, Position #1453	06/14/2019
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	Transportation 6.0 hrs./183 days	
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Jindall, Shweta	Payroll Technician, Position #9175	05/23/2019
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	Budget & Finance 8.0 hrs./246 days	
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Madrigal, Lizeth	Campus Assistant, Position #3069	04/25/2019
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	Rose Ave. 4.5 hrs./180 days	
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Nunez, Charles J	Campus Assistant, Position #7151	05/15/2019
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	Fremont 4.0 hrs./180 days	
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Warrick, Roderick	Site Technology Technician, Position #2511	05/07/2019
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	Ramona 8.0 hrs./246 days	
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Resignation Date Correction

Hernandez, Julie V	Paraeducator I, Position #7193	05/17/2019 –05/16/2019
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	Sierra Linda 4.83 hrs./183 days	
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