



THE PERSONNEL COMMISSION
(supporting education through merit)

OXNARD SCHOOL DISTRICT
NOTICE OF SPECIAL MEETING
AGENDA

Tuesday, July 16, 2019
4:00 p.m. Special 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 May 9, 2019; June 13, 2019; June 19, 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. Establishment of class description - Information Technology Project Coordinator *(page 8)*
The Personnel Commission will consider approving the establishment of the new classification, salary placement, and job description.
2. Establishment of class description - Site Technology Coordinator *(page 13)*
The Personnel Commission will consider approving the establishment of the new classification, salary placement, and job description.
3. Establishment of class description - Director, Network Operations *(page 16)*
The Personnel Commission will consider approving the establishment of the new classification, salary placement, and job description.
4. Paraeducator I *(page 21)*
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

5. Paraeducator II (*page 26*)
The Personnel Commission will consider revising the job description.
6. Paraeducator III (*page 31*)
The Personnel Commission will consider revising the job description.
7. Eligibility Lists (*page 37*)
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 41*)
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 MEETING MINUTES

Thursday, May 9, 2019
4:00 p.m. Portable 501 of the ESC
1051 South A Street, Oxnard, CA 93030

The Personnel Commission of the Oxnard School District met on Thursday, May 9, 2019, in Portable 501 of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Commissioner Castillo at 4:04 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
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: John Avalos, CSEA Representative; Anna Gutierrez, Human Resources Assistant; Ilene Poland, CSEA President; Dr. Vaca, Assistant Superintendent, Human Resources and Support Services

Commissioner Robinson moved to approve the agenda of Thursday, May 9, 2019 as presented. Commissioner Castillo seconded and the motion carried. ADOPTION OF THE AGENDA
The vote was as follows 2-0. Castillo Y Robinson Y

Commissioner Robinson moved to approve the minutes of April 11, 2019 as presented. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-0. APPROVAL OF MINUTES
Castillo Y Robinson Y

Ms. Gutierrez voiced her concerns regarding the screening process of employment applications. COMMENTS BY THE PUBLIC
ACTION ITEMS

The Commission reviewed the proposed budget. Commissioner Robinson moved to approve the budget for fiscal year 2019-2020 as presented. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-0. Castillo Y Robinson Y Public Hearing-Budget for Fiscal Year 2019-2020

Commissioner Robinson moved to approve the eligibility list of School Occupational Therapist. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-0. Castillo Y Robinson Y Eligibility Lists

Commissioner Robinson moved to approve the eligibility list of School Occupational Therapist. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-0. Castillo Y Robinson Y

Eligibility Lists

REPORTS/OTHER
INFORMATION/
DISCUSSION ITEMS
Personnel Actions

The Personnel Commission reviewed the Personnel Actions of May 1, 2019.

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.

Director’s Report

Ms. Poland reported that classified employees are currently facing layoffs and CSEA site representatives have been speaking to members regarding processes and their rights.

Report by CSEA

Dr. Vaca reported that a meeting was held with staff and VCOE regarding data in ESCAPE and how it is used. He clarified that negotiations with CSEA are complete. He also reported that Oxnard School District is participating in a residency program; this three-year program is a grant with the state.

Report by Assistant
Superintendent, Human
Resources and Support
Services

Commissioner Robinson reported that he would like to see the Paraeducator I, Paraeducator II, and Paraeducator III job descriptions changed. He also reported that the Merit Academy has great presenters and he is retaining lots of information. Commissioner Castillo reported that he is also attending the Merit Academy.

Report by
Commissioners

The Commission convened into closed session at 5:02 p.m. They reconvened into open session at 6:05 p.m. and reported that no action was taken.

CLOSED SESSION

There being no further business, the Commission adjourned at 6:05 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 Thursday, May 9, 2019 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission

Minutes of Thursday, May 9, 2019

July 16, 2019



OXNARD SCHOOL DISTRICT MEETING MINUTES

Thursday, June 13, 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 Thursday, June 13, 2019, in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Commissioner Lopez at 4:08 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: Rose Chaparro, Executive Assistant, Superintendent; Dawud Davis, Technology Services Technician; Luis Garibay, Technology Services Technician; Blanca Gaytan, Office Assistant III; Pamela Ibarra, CSEA representative; Thomas Kranzler, Network Systems Analyst; Ricardo Leon, Technology Services Technician; Valerie Mitchell, Chief Information Officer; Catalina Perez, School Office Manager; Ilene Poland, CSEA President; Oscar Topete, Technology Services Technician; Mary Truax, Manager, Special Education

Commissioner Robinson moved to approve the agenda of Thursday, June 13, 2019 as presented. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez Y Robinson Y

ADOPTION OF THE
AGENDA

The minutes of May 9, 2019 were tabled for the Personnel Commission meeting in July.

APPROVAL OF
MINUTES

Commissioner Robinson moved to approve the minutes of May 21, 2019 as presented. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez Y Robinson Y

Blanca Gaytan shared her concerns regarding customer service especially during layoffs. Rose Chaparro announced that the Superintendent's last Board meeting is at the end of the month and invited the Commissioners to the Board meeting and a potluck to acknowledge his fair well.

COMMENTS BY THE
PUBLIC

Discussion was held regarding the Special Education Service Coordinator job duties. Commissioner Lopez moved to approve the job description with striking the word "as needed" and inserting the word "available" to the last bullet in the essential duties and allocate the classification to range 22.5 of the CSEA salary schedule. Commissioner Robinson seconded and the motion carried. The vote was as follows 2-0. Lopez Y Robinson Y

ACTION ITEMS

Establishment of class
description- Special
Education Service
Coordinator

Ms. Mitchell provided background regarding the positions and the needs of the Technology department. Ms. Perez shared her concerns regarding cuts to the Site Technology Technicians. Mr. Leon and Mr. Kranzler spoke regarding the need of the positions to assist the department. Commissioner Lopez moved to approve items 2, 3, and 4. Commissioner Robinson did not second the motion. Motion failed. The vote was as follows 1-1. Lopez Y Robinson N

Establishment of class
description-Information
Technology Project
Coordinator

Commissioner Robinson moved to approve the eligibility lists of Administrative Assistant, Speech-Language Pathology Assistant, Paraeducator II, and Paraeducator III. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez Y Robinson Y

Establishment of class description-Site Technology Coordinator
Establishment of class description-Director, Network Operations Eligibility Lists

The Personnel Commission reviewed the Personnel Actions of May 15, 2019.

REPORTS/OTHER INFORMATION/
DISCUSSION ITEMS
Personnel Actions

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.

Director’s Report

Ms. Poland shared that a ratification meeting will take place June 18, 2019. She also invited the Commissioners to the CSEA Annual barbeque.

Report by CSEA

Commissioner Castillo suggested that the Commission present the outgoing Superintendent with a gift during the Board meeting.

Report by Commissioners

Commissioner Lopez moved to postpone closed session. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-1. Castillo Y Lopez Y Robinson N

CLOSED SESSION

There being no further business, the Commission adjourned at 7:23 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 Thursday, June 13, 2019 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission



OXNARD SCHOOL DISTRICT SPECIAL MEETING MINUTES

Wednesday, June 19, 2019
7:00 p.m. Board Room of the ESC
1051 South A Street, Oxnard, CA 93030

The Personnel Commission of the Oxnard School District met on Wednesday, June 19, 2019, in the Board Room of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Commissioner Castillo at 7:26 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
Tanya Ventura, Staff

Commissioner Castillo moved to approve the agenda of Wednesday, June 19, 2019 as presented. Commissioner Robinson seconded and the motion carried. ADOPTION OF THE AGENDA
The vote was as follows 3-0. Castillo Y Lopez Y Robinson Y

The Commissioners and Board of Trustees shared some brief words and took part in honoring the Oxnard School District's retirees. Recognition of Retirees

There being no further business, the Commission adjourned. ADJOURNMENT

This certifies that these are the full and correct minutes of the meeting of Wednesday, June 19, 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:

July 16, 2019

TITLE: NEW CLASSIFICATION's – Information Technology Services

BACKGROUND & FINDINGS:

The Chief Information Officer requested that the Personnel Commission create three new classifications in the Information Technology Services department:

The Director, Network Operations position will perform a variety of activities involved in planning, directing, designing, coordinating and administering systems, networks and subsystems including all servers and networking hardware. This position will also manage a team of technical professionals providing operational support to District end-users.

The Information Technology Project Coordinator position will be responsible for administering, maintaining, and assuring smooth and efficient functioning of District Information Technology projects and related systems. The position will perform a variety of duties involved in the coordination, planning, installation, configuration, operation, maintenance, and repair of future ready learning environments.

The Site Technology Coordinator position plans, organizes, and coordinates the work of assigned staff charged with the installation, service, diagnosis, repair, and modification of desktop and laptop computers, servers, mobile computing devices, and peripheral computer equipment at school sites. This position acts as a liaison between schools and off-site district facilities and centralized department operations and participates and supports the use of technology at school sites.

The Chief Information Officer has reviewed and is in agreement with the class specifications presented.

SALARY PLACEMENT:

Information Technology Project Coordinator & Site Technology Coordinator:

Local agencies typically used for salary surveys were surveyed for compensation comparison. The results of the survey did not provide a clear guideline for salary placement. Instead, staff looked at internal relationships with existing classifications to determine a salary placement. Specifically, staff looked at internal relationships in the Technology job family.

Based on the need to coordinate, lead and plan, it would be appropriate to place the proposed classifications of Information Technology Project Coordinator and Site Technology Coordinator at range 29.

Director, Network Operations:

Staff surveyed local agencies for compensation comparison and looked at internal relationships within the existing management salary schedule to determine a salary placement.

Based on the salary survey and internal alignment, it would be appropriate to place the proposed classification of Director, Network Operations at salary range \$98,201 – \$116,669 of the management salary schedule.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to:

- approve the new classification specification for Director, Network Operations and
- allocate the classification of Director, Network Operations to salary range \$98,201 – \$116,669
- approve the new classification specification for Information Technology Project Coordinator and
- allocate the classification of Information Technology Project Coordinator to range 29
- approve the new classification specification for Site Technology Coordinator and
- allocate the classification of Site Technology Coordinator to range 29

INFORMATION TECHNOLOGY PROJECT COORDINATOR

*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 direction of the Chief Information Officer, performs a variety of duties involved in the coordination, planning, installation, configuration, operation, maintenance, and repair of future ready learning environments, to include, digital display systems, audio & video systems, and camera and security systems. Provide support to principals, teachers and other site and district personnel, performing functions independently. The Information Technology Project Coordinator performs specialized activities and is responsible for administering, maintaining, and assuring smooth and efficient functioning of district Information Technology projects and related systems. Oversees and coordinates District Information Technology projects in support of creating future ready learning environments. Performs a variety of duties as they relate to their assigned area of responsibility.

Incumbents in this classification perform a wide scope of complex duties and responsibilities in the coordination and tracking of projects, which may involve the exercise of independent judgement and a combination of contract administration, administrative analysis, and space management.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications, which may appear otherwise similar. All classifications are listed in order from highest to lowest.

The Information Technology Project Coordinator plans, coordinates, and oversees information technology systems technology projects District-wide; monitors and evaluates the progress of projects; collects data; conducts studies; reads and interprets blue prints; and prepares reports. Serves as a liaison between Information Technology Services and other departments to coordinate project activities. Incumbents may oversee the work and serve as a lead to clerical and Information Technology support staff.

The Site Technology Coordinator classification oversees, participates, and supports the use of technology at school sites; coordinates the workflow of assigned personnel, assists in the resolution of more complex troubleshooting, the position performs the general tasks of the technician staff, including but not limited to, installation, configuration, diagnosis, repair of computer workstation, mobile devices, and peripheral equipment as needed.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Chief Information Officer.
- Provides technical work guidance and assistance to District building contractors, sub-contractors, vendors, and Site Technology Technicians.
- Communicates and coordinates with personnel and various outside agencies to plan and complete projects, exchange information and resolve issues or concerns.
- Positions in this classification have no formal supervisory responsibilities.

ESSENTIAL DUTIES

- Plan, coordinate and oversee technology projects District-wide; assure compliance with applicable laws, codes, rules and regulations;
- Projects may include learning spaces, digital display systems, audio & video systems, camera and security systems and coordinating low voltage systems installation, maintenance, and troubleshooting with facilities staff;
- Confer with end-users, administrators and Information Technology personnel in order to develop and determine project objectives and the scope and depth of project activities;
- Conduct site inspections with vendors and District staff, interpret blue prints to determine what resources are required for projects; develop cost projections for equipment, personnel, services and contract proposals; create project plans and schedule work;

- Coordinate support activities and services for successful completion of projects; monitor the completion of project phases; identify and resolve issues delaying progress or delivery of products and services; advise administration of financial status of projects and issues affecting completion of projects;
- Obtain estimates for service from outside vendors, submit estimates for approval;
- Prepare and negotiate contracts in conjunction with District contract management personnel for the delivery of technology equipment and services from vendors, review the work of vendors;
- Identify scope of proposed work; create overall project plan to schedule work implementation; oversee and inspect work in progress; review invoices for payment;
- Install, setup, configure, modify and maintain digital display systems, audio & video systems, camera and security systems to assure the smooth functioning of district learning environments; respond to user requests for service; install, replace, upgrade and update systems, and/or component as needed;
- Serve as member of committees and attend special conferences to evaluate new developments and strategies affecting project objectives and results;
- Conduct special studies and evaluations of problem areas affecting information services and technology as directed;
- Provide technical expertise and information to the Chief Information Officer or his/her designee, regarding assigned functions and participate in the formulation of policies, procedures and programs; advise the Chief Information Officer of unusual trends or problems and recommend appropriate corrective action;
- Communicate with administrators, District staff and outside agencies to exchange information, coordinate activities and resolve issues;
- Attend and participate in a variety of meetings related to assigned activities; prepare and deliver oral presentations as requested;
- Maintain a variety of records and files related to assigned activities;
- Train and provide work direction and guidance to assigned support staff; schedule, assign and review the work of support staff;
- May be subject to work mandatory overtime to assist in the operations of a television broadcasting system for airing Board of Education meetings and District special events;
- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to inspect work and visit sites.

Other Related Duties

- Provide recommendations concerning computer system and software enhancements;
- Attend and participate in meetings, conferences, and seminars related to new software and technology to maintain current knowledge of technological advances in the field;
- Perform related duties and responsibilities as required.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Data processing and computer systems capabilities including hardware, software and networking components; and how they are combined to deliver service;
- Techniques and methodologies of project management, and Information Systems construction management;
- Methods and techniques of developing business process models and determining best practices;
- Components, capabilities, and troubleshooting methodologies for information systems and database software;
- Principles and practices of government purchasing and contract administration;
- Writing skills to prepare clear and concise specifications;
- Applicable laws, codes, rules, and regulations;
- Microsoft Project software;
- Mathematical computations;
- Oral and written communication skills;
- Data security standards and practices;
- Telephone techniques and etiquette.
- Interpersonal skills using tact, patience, and courtesy.

Ability to:

- Develop project management standards, including procedures, checklists, and forms. Assure compliance with applicable laws, codes, rules, and regulations;
- Coordinate support activities and services for successful completion of projects;
- Conduct investigations, determine methodologies, and obtain the data necessary to evaluate complex problems and issues and recommend solutions;
- Analyze situations accurately and adopt an effective course of action; Comprehend and follow directions given verbally and in writing;
- Prepare and present oral and written reports and recommendations clearly, concisely, and logically;
- Prepare detailed project plans and documentation;
- Prepare and interpret statistical computations, charts, and graphs;
- Ability to read and interpret blue prints;
- Communicate effectively both orally and in writing;
- Establish and maintain highly effective customer-focused working relationships with users, including administrators, teachers, other District and site staff, vendors, parents and others encountered in the course of work;
- Plan and organize work, meet schedules and timelines; Meet schedules and time lines;
- Be motivated to produce high quality work product; and maintain a work pace appropriate to the position.

EMPLOYMENT STANDARDS

Education: A Bachelor's Degree from an accredited college or university in business administration, computer science or a closely related field. Additional experience beyond the required experience indicated below may be substituted for the required education on a year for year basis.

Experience: Three years of experience involving independent analysis and evaluation of information technology systems projects, preferably in a public agency.

Special: 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.

Physical Requirements: Employees in this classification stand, walk, sit, lift/carry up to 25 lbs. without assistance or up to 50 lbs. with assistance, use fingers repetitively, use wrists or hands repetitively in a twisting motion or while applying pressure, use both hands simultaneously, stoop/bend, reach overhead, push/pull, have dexterity of fingers/hands and muscular coordination, have color vision or the ability to distinguish shades, speak clearly, hear normal conversation, and see small details.

WORK ENVIRONMENT: Employees in this classification work both inside and outside, at construction sites, with frequent interruptions, with changing priorities and short deadlines, in varying temperatures including extreme heat and cold, with potential exposure to heavy machinery, with irregular hours including nights and weekends, with frequent interruptions, with changing priorities and short deadlines, may be exposed to electrical hazards and high temperatures, and may 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: 29.0

Approved: 7/2019

SITE TECHNOLOGY COORDINATOR

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 Chief Information Officer, plans, organizes, and coordinates the work of assigned staff charged with the installation, service, diagnosis, repair, and modification of desktop and laptop computers, servers, mobile computing devices, and peripheral computer equipment at school sites; acts as a liaison between schools and off-site district facilities and centralized department operations; trains and directs performance of assigned staff; and performs a variety of tasks relative to assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications which may appear otherwise similar. All classifications are listed in order from highest to lowest.

The Site Technology Coordinator classification oversees, participates, and supports the use of technology at school sites; coordinates the workflow of assigned personnel, assists in the resolution of more complex troubleshooting, the position performs the general tasks of the technician staff, including but not limited to, installation, configuration, diagnosis, repair of computer workstation, mobile devices, and peripheral equipment as needed.

The Site Technology Technician classification provides site-based support, repair, and maintenance for technological devices including computers, peripheral devices, and tablets/mobile devices, forwards advanced technology issues to the Technology Services Department, assists students, staff, and community in the use of technology, and oversees a site based computer lab.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Chief Information Officer;
- Provides technical and work direction to Site Technology Technicians;
- Positions in this classification have no formal supervisory responsibilities.

ESSENTIAL DUTIES

- Coordinates, oversees, and participates in the work of the assigned technician staff engaged in activities associated with technology support functions at the school sites and district on/off-site facilities, including, but not limited to:
- Delivery, installation, and configuration of personal computers, printers, hardware devices and other peripheral equipment; establishing and configuring connectivity of computer and related devices to the District-wide network, updating existing security software on workstations and testing for potential system viruses and security problems.
- Performing various technical computer and peripheral repair duties that include, but are not limited to diagnosing failures and isolating faulty parts, repairing or replacing parts, and verifying and testing for correct operations.
- Installing and configuring standard administrative software in accordance with established criteria, and authorized instructional and educational software; testing software to ensure compatibility with the current operating environment and equipment capability; configuring software to communicate with peripherals and computer equipment.
- Providing technical assistance to students, staff, and community on using computers and software programs including remote access and on the proper use of peripheral electronic equipment used to enhance presentations and viewing.
- Analyzing user needs related to access and information flow requirements over local and wide area networks and Internet-related functions.

- Prepare, test, and deploy operating systems, software packages, and updates utilizing scripts and deployment systems including: SCCM, Microsoft Active Directory, and other deployment applications.
- Monitor the status of mobile and desktop computer systems district-wide. Identify trends and current and future configuration needs and changes. Prepare reports to summarize overall health of district computers and to provide evidence of needed system modifications.
- Maintain the mobile device management system and provide training in the use to both technical and non-technical staff, students, and community.
- Confer with site users and District Technology Services staff to determine school site's software and hardware requirements and desired output, resolve problems, and provide, support and assistance.
- Identifies, tracks, and escalates complex or frequently occurring problems to the appropriate technology services staff.
- Orients new technician staff to the District procedures, protocols, and systems; provides continuous on-the-job training as need to assigned staff relative to areas of installation, network connectivity troubleshooting, hardware and software configuration, as well as basic hardware repair; coaches staff on maximizing efficiency in work methods.
- Develops work protocols for assigned staff in order to ensure compliance with District established technology policies and procedures, and to implement work processes geared to elevate customer service capacity to customers; inspects the quality of work performed.
- Maintains up-to-date technical knowledge by engaging in professional development activities, including, but not limited to: conferences, seminars, workshops and webinars.
- Performs other job-related duties as assigned.

KNOWLEDGE, ABILITIES, AND TRAITS

Knowledge of:

- Methods and techniques for the creation of Microsoft operating system and application installation packages to be centrally deployed using scripts and deployment applications;
- Methods and techniques for the installation and configuration of PC hardware, operating systems, network connectivity, including the relationship and usage of various input and output component, and physical elements of the network including cabling and connections;
- Network typology and network access protocols, internet security practices and standards;
- Principles and practices of mobile device setup, management, configuration, and troubleshooting;
- Principles and practices of computer platform and network operating systems used by the District and school sites;
- Protocols and procedures for setting up new equipment, troubleshooting and performing routine maintenance;
- Standard software packages, including word processing, spreadsheet, presentation, graphics and database programs and instructional packages utilized by the District; Communication skills to provide individual instruction and technical assistance on the use of PC-based software for business, education, internet, utility, and connectivity; Oral and written communication skills that enables one to document technical procedures, work performance concerns of others, and general communication about client's technology needs.
- Fundamentals of progressive discipline, adult learning, and performance management.
- Telephone techniques and etiquette.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Apply technical knowledge for the purpose of installing, configuring, and troubleshooting networked computer workstations, systems, and related components. Deliver one-on-one and small group training in the technical aspects of operating microcomputers, mobile devices, and related peripheral equipment, and administrative and instructional software applications.
- Learn and apply rules and protocols in operating computer systems and networks; Plan and organize multiple, concurrent technical projects;

Oxnard School District

Page 3 of 3

- Analyze situations accurately and adopt an effective course of action; Comprehend and follow directions given verbally and in writing;
- Demonstrate mental acuity sufficient to perform the essential functions of the position;
- Establish and maintain highly effective customer-focused working relationships with users, including administrators, teachers, other District and site staff, vendors, parents and others encountered in the course of work;
- Meet schedules and time lines;
- Be motivated to produce high quality work product; and maintain a work pace appropriate to the position.

EMPLOYMENT STANDARDS

Education: A Bachelor's degree from an accredited college or university with a major in computer science, management information systems, or a closely related field. Additional experience of the nature noted below may be substituted for up to two years of the required education on a year-for-year basis.

Experience: Three years of experience working with and troubleshooting computer hardware/software, support of local area networks and installation/configuration of computer operating systems; consulting on technology solutions to meet user needs, and coordinating projects.

Special: Possession of a valid, California Class C, 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.

Physical Requirements: Employees in this classification stand, walk, sit, lift/carry up to 25 lbs. without assistance or up to 50 lbs. with assistance, use fingers repetitively, use wrists or hands repetitively in a twisting motion or while applying pressure, use both hands simultaneously, stoop/bend, reach overhead, push/pull, have dexterity of fingers/hands and muscular coordination, have color vision or the ability to distinguish shades, speak clearly, hear normal conversation, and see small details.

WORK ENVIRONMENT: Employees in this classification work primarily indoor classroom/office setting, with frequent interruptions, with changing priorities and short deadlines, and may be exposed to electrical hazards and high temperatures, and may 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: 29.0

Approved: 07/2019

DIRECTOR, NETWORK OPERATIONS

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 Chief Information Officer, performs a variety of activities involved in planning, directing, designing, coordinating and administering systems, networks and subsystems including all servers and networking hardware; manage and automate recurring tasks, resolving server and network operational issues in a timely manner; maintaining server and network hardware, software, and services. Manages a small team of technical professionals providing operational support to District end-users. Coach, train, supervise and assess the performance of assigned personnel; train and consult with staff and customers on information technology issues; assure the smooth, efficient and proper integration of hardware and software technologies; support the use of information technology by District departments and customers; recommend and implement changes to accomplish increased system productivity and efficiency; evaluate new technology and screen purchases for system compatibility.

Incumbents in this classification perform a wide scope of complex duties and responsibilities in a demanding fast-paced environment, the Director, Network Operations will need exceptional service skills, technical expertise, and individual initiative while maintaining a customer-centered attitude. Performs a variety of duties as they relate to their assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications, which may appear otherwise similar. All classifications are listed in order from highest to lowest.

The Chief Information Officer is responsible for the overall planning, development, integration, and management of the District's information technology programs and services, including applications development and support, technical operating systems, data systems, networking and voice/data communication systems, educational technology, and other technology solutions. The incumbent is expected to exercise leadership in formulating technology strategy and developing and recommending long-term technology direction for the District. Assignments are broad in scope and allow for a high degree of administrative discretion in their execution.

The Director, Network Operations classification requires the ability to develop applications in the software-occupying servers, the knowledge of, and ability to configure servers in a wide-area environment, perform remote diagnostics and network configurations. The Director, Network Operations must also be able to independently setup and maintain servers, local networks, routers and switches, understand TCP/IP addressing, and to diagnose wide-area network problems. The Director, Network Operations requires the ability to connect multiple systems involving a wide geographic area and will have the equivalent knowledge to one of the following certificates: Certified Network Administrator, Microsoft Certified Professional, Cisco Certified Network Associate, or Juniper Network Certified Associate

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Chief Information Officer.
- Provides supervision and technical work direction to assigned Information Technology staff.
- Communicates and coordinates with personnel and various outside agencies to plan and complete projects, exchange information and resolve issues or concerns.

ESSENTIAL DUTIES

- Manage and set priorities for the design, maintenance, development, and evaluation of all infrastructure systems, including all virtual and cloud based systems, District Wide Area Network (WAN) and Local Area Networks (LAN) infrastructure, Servers, Database Operations, SQL, internet, intranet, security, wireless network, mobile device management, and related services and systems;
- Creation and maintenance of automated systems;

Oxnard School District

Page 2 of 4

- Design and implement short- and long-term strategic plans to ensure infrastructure capacity meets existing and future requirements;
- Assist with and participate in the ongoing assessment, modification and standardization of the District's enterprise network infrastructure and associated configuration management practices;
- Researches, recommends, and installs upgrades and enhancements to computer networks. Evaluates adequacy of existing networks based on user needs and traffic;
- Integrates minicomputer systems for multiple platforms with network servers and host computer operations; Specifies data communications requirements and wiring and hardware layouts for new facilities and/or modifications to existing facilities, in accordance with District and industry standards;
- Manages equipment and equipment repair budgets; and coordinates equipment repairs ;
- Serves as a resource for a computer purchase upgrades and emerging technologies. Researches and recommends system and software upgrades for increased productivity and compatibility;
- Troubleshoots and performs various technical computer and peripheral repair duties that include but are not limited to diagnosing system failures and isolating faulty parts, repairing or replacing parts, and verifying and testing for correct operations;
- Configures, maintains and participates in installation of directory structures, security applications and software;
- Implements protocols and procedural controls for network systems security
- Develops and maintains up-to-date documentation supporting assigned and related areas of responsibility. This includes network infrastructure, system blueprints and schematics, procedures and steps for equipment setup, help desk questions and answers, and inventory recording;
- Serve as member of committees and attend special conferences to evaluate new developments and strategies affecting project objectives and results;
- Conduct special studies and evaluations of problem areas affecting information services and technology as directed;
- Provide technical expertise and information to the Chief Information Officer or his/her designee, regarding assigned functions and participate in the formulation of policies, procedures and programs; advise the Chief Information Officer of unusual trends or problems and recommend appropriate corrective action;
- Communicate with administrators, District staff and outside agencies to exchange information, coordinate activities and resolve issues;
- Attend and participate in a variety of meetings related to assigned activities; prepare and deliver oral presentations as requested;
- Maintain and operate a television broadcasting system for airing Board of Education meetings and District special events;
- Train and provide work direction and guidance to assigned support staff; schedule, assign and review the work of support staff;
- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to inspect work and visit sites.

Other Related Duties

- Provide recommendations concerning computer system and software enhancements;
- Attend and participate in meetings, conferences, and seminars related to new software and technology to maintain current knowledge of technological advances in the field;
- Performs other duties as assigned that support the overall objective of the position and the District.

KNOWLEDGE AND ABILITIES

Knowledge of:

- In-depth technical knowledge of Ethernet, TCP/IP, IPV4, VOIP, WAN/LAN performance monitoring, capacity planning and methodologies, LAN/WAN Network management systems, Packet capture and analysis, installation, configuration and management of LAN infrastructure including routers, switches, phones, and wireless equipment, IP addressing and subnetting practices, and Remote Access technologies;
- Network server systems such as Apple, Microsoft Windows or UNIX; Firewall system design and implementation;

- Principles and practices of System Design Life Cycle (SDLC) management, design, implementation and administration;
- Working knowledge of network management industry best practices; network troubleshooting and problem resolution, cabling standards, methods and procedures;
- Working knowledge of the principles of effective project management, traffic prioritization and management concepts such as QOS, bandwidth shaping and bandwidth compression and bandwidth acceleration;
- A well-developed understanding of the protocols and procedures for setting up new equipment, troubleshooting and performing routine maintenance;
- Working knowledge of the physical elements of the network including fiber optic, Ethernet cabling, routing, and switching;
- Components, capabilities, and troubleshooting methodologies for information systems and database software.
- Sufficient communication skills to conduct individual instruction and technical assistance on the use and application of PC-based business and education, internet, utility, and connectivity software;
- Principles and practices of data security standards and practices; auditing and authorization;
- Microsoft Project software;
- Applicable laws, codes, rules, and regulations;
- Telephone techniques and etiquette.
- Interpersonal skills using tact, patience, and courtesy.

Ability to:

- Effectively implement network security practices and procedures as directed by the Chief Information Officer;
- Plan, coordinate, and oversee information technology network projects;
- Coordinate network system changes with appropriate support staff to assure uninterrupted computer services to the organization and its customers;
- Prepare and follow detailed project plans and time lines for projects and proposed systems;
- Prepare and present oral and written reports and recommendations clearly, concisely, and logically;
- Prepare and interpret statistical computations, charts, and graphs;
- Conduct investigations, determine methodologies, and obtain the data necessary to evaluate complex problems and issues and recommend solutions;
- Develop project management standards, including procedures, checklists, and forms;
- Develop and maintain a schedule of quarterly testing and documentation of all battery back-up power supply equipment and emergency fail over equipment.
- Continuously update personal knowledge of industry leading LAN and VOIP technology;
- Learn new skills and adapt to changes in technology;
- Maintain confidentiality of privileged information obtained in the course of work;
- Effectively participate in working groups or committees;
- Establish and maintain cooperative and effective working relationships with others;
- Effectively interact with vendors;
- Plan and organize work, meet schedules and timelines;
- Work independently and exercise initiative and good judgment;
- Understand and follow oral and written directions;

EMPLOYMENT STANDARDS

Education: A Bachelor's degree with major coursework in Computer Information Systems/Computer Science, management information systems or a closely related field. Industry certifications and additional experience may substitute for higher education requirement on a year for year basis. No more than total of two years of the higher education requirement may be substituted by any combination of additional experience or industry certifications.

Experience: Five years of increasingly responsible experience in the support of LAN/WAN infrastructure, including three years of experience involving independent analysis and evaluation of information technology network operations, preferably in a public agency; at least two years of which were in a lead, supervisory or management capacity.

Preferred Qualifications: A Cisco Certified Network Professional, or MCSE certification is the equivalent knowledge and competency expected of this classification. Three years operational experience with G Suite Admin, Windows Server, Microsoft System Center, Active Directory, Junos, and mobile device management. Current certifications include Microsoft and VMWare.

Special: 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.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to have ambulatory ability to move to various office and classroom-type locations and to bend, stoop, crawl and reach to install cables and equipment; sufficient hand eye coordination and dexterity to make small component connections; sufficient visual acuity to read technical documents and instructions and align small components; sufficient auditory ability to carry on routine conversations; ability to lift, push, and pull objects of medium weight (less than 75 lbs.) on an occasional basis; ability to work in confined areas with noise variations, dust, and limited ventilation. Perform duties that require fine dexterity and extreme muscle control, involving various body postures. Specific vision abilities required by this job include color vision, close vision, depth perception, and ability to adjust focus. Facility to hear and understand speech at normal room levels and other sounds as it would relate to an office environment. Facility to speak clearly and be understood.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; observe and interpret people and situations; use math/mathematical reasoning; perform highly detailed work under changing, intensive deadlines, on multiple concurrent tasks; work with constant interruptions, and interact with administration, customers, vendors, consultants, employees and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee frequently works under typical office conditions, and the noise level is usually quiet. Work is performed primarily indoors where some safety considerations exist from physical labor, positioning in cramped areas, and handling of medium weight, yet, awkward materials.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of one year 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: Appropriate Placement on Classified Management Salary Schedule

Approved: 7/19

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

July 16, 2019

TITLE: CLASSIFICATION REVISIONS – Paraeducator I, II, and III

BACKGROUND & FINDINGS:

District administration requested that the Personnel Commission review and revise the minimum qualifications for the Paraeducator series: Paraeducator I, Paraeducator II, and Paraeducator III. The training and education requirements and special requirements, license or certificate standards have been revised with one standardized language due to the similar nature of the positions and these standards. The experience standards are being revised to show a clear progression in entry qualifications:

- **Proposed Paraeducator I Experience Requirements:** some experience working with school-age children in an organized educational, health, child care, or other structured setting is highly desirable.
- **Proposed Paraeducator II Experience Requirements:** one year of experience working with school-age children in an organized educational, health, child care, or other structured setting is required. Experience working with children with special needs is highly desirable.
- **Proposed Paraeducator III Experience Requirements:** two years of experience working with school-age children in an organized educational, health, child care, or other structured setting; including some experience working with children with special needs is required.

Along with revisions to the minimum qualifications, other changes have been made to the body of the class specifications generally to revert changes approved to these class specifications in January 2018. The classification definition and duties have been revised to reflect the original class descriptions; while the distinguishing characteristics have been revised for clearer distinction between the three classifications.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to:

- approve the revisions for classification specifications: Paraeducator I, Paraeducator II, and Paraeducator III

PARAEDUCATOR I

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

Under immediate supervision, assists in providing instruction to individual or small groups of students in a classroom or an instructional resource setting; prepares instructional materials; provides services to students with specialized needs; assists students who require personal and health care to meet requirements necessary for attending classes; provides assistance with personal hygiene and other needs as required by the individual; and performs related duties as assigned.

~~Under immediate supervision, provides instruction to individual or small groups of students in a classroom or an instructional resource setting, prepares instructional materials and maintains a sanitary and safe classroom environment. This is the entry-level Paraeducator classification.~~

Distinguishing Characteristics Among Related Classes

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications which may appear otherwise similar.

The Paraeducator I classification works under the immediate 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. This position is generally assigned to classrooms working with the general student population or TK/K classes.

~~Paraeducator I's work under the immediate 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.~~

The Paraeducator II classification works under 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. This class is generally assigned to work with students having special needs including: learning needs, behavioral needs and physical limitations. Incumbents are expected to assist classroom teachers by working with assigned students, in various subject-matter areas, who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). Some positions may be assigned to accompany students one on one or classrooms with special needs students.

~~Paraeducator II's work under 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.~~

Supervision Received and Exercised

Receives immediate supervision from a site administrator or designee 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. Reinforce instruction to individuals or small groups of students as directed by teacher.
 2. Assist in the supervision of students with specialized needs in the classroom, outdoor playground, cafeteria, and other District School location areas.
 3. Prepare materials for classroom and instructional use; administer, correct and record test results; maintain student profiles and other records of students as requested; perform a variety of clerical duties.
 4. Assist teacher in establishing and maintaining a safe and sanitary environment; may pick up lunches and assist with the feeding of children.
 5. Assist in lifting pupils in and out of wheelchairs, braces and other orthopedic equipment; ensure all assistance is provided in a safe manner.
 6. Assist in positioning pupils and in rendering various forms of personal care, such as toileting and diapering.
 7. Assist children in dressing and undressing, bathing, and grooming as needed.
 8. Assist children in and out of buses; accompany or assist children to and from school buses and in moving to and from activities on the school site.
 9. Provide children with an appropriate learning environment in order for students to develop skills and knowledge; set appropriate limits for behavior and apply discipline techniques as directed.
 10. May perform other duties, as trained, to assist the physically handicapped child such as 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.
 11. Observe and control behavior of assigned child in individual and group settings; report any concerns to teacher or site.
 12. Confer, as needed, with teacher or site administrator on special issues of assigned child.
 13. For positions designated bilingual, translate a variety of written materials from English to a second language and from that language into English; interpret and facilitate communication between staff and non-English speaking students and parents.
 14. Perform other related duties and responsibilities as assigned.
-
- ~~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, and, 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. Performs related duties and responsibilities as assigned.~~

Qualifications

Knowledge of:

- 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:

- 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

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: some experience working with school-age children in an organized educational, health, child care, or other structured setting is highly desirable.

Special Requirements, License or Certificate, as required by the individual assignment/position:

- Possession of, or ability to obtain, a valid California Driver's license.
- Possession of, or ability to obtain, a CPR and first aid certificate.
- 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.

~~Experience: Experience providing assistance to individuals with specialized needs~~

~~or~~

~~Successful completion of 6 college level semester units in Special Education, Child Development, Psychology, Health or Education~~

~~or~~

~~One year of experience equivalent to general education Paraeducator with the Oxnard School District~~

~~Training: Equivalent to the completion of the twelfth grade.~~

~~License or Certificate~~

- ~~• Possession of, or ability to obtain, a valid California Driver's license.~~
- ~~• Possession of, or ability to obtain, a CPR and first aid certificate.~~

~~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: 15.0

Approved 2/10

Revised: 10/17, 01/18, 07/2019

PARAEDUCATOR II

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

Under general supervision, provides instruction to individual or small groups of students in subject-matter areas to reinforce lessons in assigned RSP, SDC, Speech, Infant Program, regular or special education classroom; may assist speech therapists in assessing and remediating students with language development disabilities; may assist in the operation of a computerized learning laboratory; may provide services to students with specialized needs; may assist students who require personal and health care; may provide assistance with personal hygiene and other needs as required; monitors and records student behavior and performance; performs a variety of clerical duties as assigned; and performs related duties as assigned.

~~Under general supervision, provides instruction to individual or small groups of students in subject-matter areas to reinforce lessons in assigned RSP, SDC, Speech, Infant Program, regular or special education classroom;~~

Distinguishing Characteristics Among Related Classes

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications which may appear otherwise similar.

The Paraeducator I classification works under the immediate 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. This position is generally assigned to classrooms working with the general student population or TK/K classes.

~~Paraeducator I's work under the immediate 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.~~

The Paraeducator II classification works under 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. This class is generally assigned to work with students having special needs including: learning needs, behavioral needs and physical limitations. Incumbents are expected to assist classroom teachers by working with assigned students, in various subject-matter areas, who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). Some positions may be assigned to accompany students one on one or classrooms with special needs students.

~~Paraeducator II's work under 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.~~

The Paraeducator III classification works with special needs students requiring advanced skills and knowledge specific to the physical and/or educational needs of the student(s). This class is generally assigned to work with students having severely disabling conditions, including cognitive, behavioral and/or significant medical impairments. Students served by this class may require daily toileting or supervised toilet training. Incumbents are expected to assist teachers working with assigned students who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). These goals and objectives may include: daily living skills, vocational skills and behavioral skills.

~~Paraeducator III's work with special needs students requiring advanced skills and knowledge specific to the physical and/or educational needs of the student(s).~~

Supervision Received and Exercised

Receives supervision from site administrator; may receive supervision from Manager, Special Education, Program Specialist or designee. Receives technical and work direction from the classroom teacher. No supervision is 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. Reinforce instruction for a classroom, and individual or small groups of students as directed by the teacher in regular, RSP, SDC, classrooms and in Speech, and Infant programs
2. Under the direction of a teacher and in conformity with students' IEP goals and objectives, follows and implements treatment plans protocols to improve speech/language development; supervises and monitors students while they are completing drills, practices and assignments.
3. Assist individual or small groups with academic skills; listen to and reinforce instruction to individual in reading, spelling, math, social studies and other subjects.
4. Provide services to students with specialized needs; assist students who require personal and health care; may provide assistance with personal hygiene and other needs.
5. Observe and control behavior of students inside or outside of classroom according to approved procedures; report progress regarding student performance and behavior to teacher; assist students by providing proper examples, emotional support, friendly attitude and general guidance.
6. Assist in lifting pupils in and out of wheelchairs, braces and other orthopedic equipment; ensure all assistance is provided in a safe manner; assist in positioning pupils and in rendering various forms of personal care, such as toileting and diapering; assist children in dressing and dressing, bathing and grooming as needed.
7. Assist children in and out of buses; accompany or assist children to and from school buses and in moving to and from activities on the school site.
8. May perform other duties as trained, to assist the physically handicapped child such as 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.
9. May assist students and teachers in the use of instructional software and related peripherals.
10. Prepare materials for classroom and instructional use and setup work areas, displays and exhibits; operate a variety of educational equipment as needed.
11. Confer with teachers concerning programs and materials to meet students' needs.

12. Ensure the health and safety of students by following all health and safety rules: conduct general clean-up of work site.
13. Perform a variety of clerical duties such as preparation of instructional materials, administer, correct and record test results; take roll, maintain student profiles and other records of students as requested; maintain confidential student records and files.
14. May travel to and interpret for non-English speaking Infant-Program parents/family members, Program Specialist, assigned therapists and other during home visits, IFSP meetings/evaluations and other assigned interactions.
15. Assists in maintaining a clean and orderly learning environment.
16. For positions designated bilingual, translate a variety of written materials from English to a second language and from that language into English; interpret and facilitate communication between staff and non-English speaking students and parents.
17. Perform CPR and First Aid as required.
18. Perform 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 basic clerical tasks.~~
- ~~5. Provides assistance to students with specialized 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 behavior.~~
- ~~7. Sets appropriate limits for behavior and reinforces positive behavior.~~
- ~~8. Supervises and participates in the set up and feeding of students, and, 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. May supervise students during recreational activities.~~
- ~~10. May administer and score tests.~~
- ~~11. Performs related duties and responsibilities as assigned.~~

Qualifications

Knowledge of:

- 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:

- 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

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 year of experience working with school-age children in an organized educational, health, child care, or other structured setting is required. Experience working with children with special needs is highly desirable.

Special Requirements, License or Certificate, as required by the individual assignment/position:

- Possession of, or ability to obtain, a valid California Driver's license.
- Possession of, or ability to obtain, a CPR and first aid certificate.
- 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.

Oxnard School District

Page 5 of 5

~~**Experience:** Two years of experience working with school-age children in an organized educational, health, child care, or other structured setting.~~

~~**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: 16.0

Approved 12/09

Revised: 9/12, 01/18, 07/2019

PARAEDUCATOR III

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

Under general supervision, provides instruction and tutors individual and small groups of students with severe learning, emotional, physical and behavioral disabilities in various subject-matter areas to reinforce classroom lessons in a full inclusion classroom setting; observes, monitors and records student performance and behavior, performs administrative functions in support of classroom activities; and performs related duties as assigned. May also work on-on-one with and supervise an assigned student that has a severe learning, emotional, physical and or behavioral disability. Work assigned may involve instruction in a traditional setting and/or the physical care and emotional support of students with severe disabilities; and performs related duties as assigned.

~~Under general supervision, provides instruction and tutors individual and small groups of students with severe learning, emotional, physical and behavioral disabilities in various subject matter areas to reinforce classroom lessons in a full inclusion classroom setting.~~

Distinguishing Characteristics Among Related Classes

The descriptions below are provided to demonstrate how this classification fits within the organization and to assist in quickly identifying key differences between classifications which may appear otherwise similar.

The Paraeducator II classification works under 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. This class is generally assigned to work with students having special needs including: learning needs, behavioral needs and physical limitations. Incumbents are expected to assist classroom teachers by working with assigned students, in various subject-matter areas, who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). Some positions may be assigned to accompany students one on one or classrooms with special needs students.

~~Paraeducator II's work under 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.~~

The Paraeducator III classification works with special needs students requiring advanced skills and knowledge specific to the physical and/or educational needs of the student(s). This class is generally assigned to work with students having severely disabling conditions, including cognitive, behavioral and/or significant medical impairments. Students served by this class may require daily toileting or supervised toilet training. Incumbents are expected to assist teachers working with assigned students who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). These goals and objectives may include: daily living skills, vocational skills and behavioral skills.

~~Paraeducator III's work with special needs students requiring advanced skills and knowledge specific to the physical and/or educational needs of the student(s).~~

~~Adaptive Technology Specialist's work under general supervision of a teacher or other certificated~~

Oxnard School District

Page 2 of 6

~~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 supervision from site administrator; may receive supervision from Manager, Special Education, Program Specialist or designee. Receives technical and work direction from the classroom teacher. No supervision is 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. Works with and tutors individual and small groups of children in assigned full inclusion classrooms in various subject matter areas to reinforce class lessons, implement student Individualized Education Plans (IEP's) and assist students in completing class and home work assignments; works with students in small groups or on an individual basis in reading and writing to improve students' literacy skills and abilities using structured lesson plans and phonics inventory strategies; performs guided reading and uses instructional materials to aid the learning process; supervises and monitors students while they are completing drills, practices and assignments; may administer and score classroom tests as assigned; supervises students during classroom and recreational activities.~~
- ~~2. Works one-on-one with a severely emotionally, mentally and/or physically disabled student to monitor their behavior and provide behavior modification; assists student in meeting their IEP goals by working on and implementing behavioral plans; assists student to participate in classroom activities; physically positions student; redirects and modifies problematic and disruptive behavior and models appropriate behavior; implements student behavior management plans; keeps student focused and on-task; ensures student do not disrupt the class.~~
- ~~3. Observes, monitors and records student performance and behavior; assists in assessing a student's learning needs based on their performance in individual or group tutoring sessions; meets with teachers to check on student progress; assists teachers in assessing students with mild or moderate learning disabilities; confers with specialists on programs and materials to meet students' individual needs.~~
- ~~4. Oversees student activities and assists in observing and controlling student behavior; assists with student discipline and conflict resolution; assists in keeping students focused and on-track; monitors student behavior and reports progress and problems to teaching staff; implements student behavioral management plans; covers the classroom as needed; supervises students during nutrition breaks and physical education; escorts students as needed; accompanies classes on field trips to assist in supervising students; assists students in entering and leaving school buses.~~
- ~~5. Prepares basic instructional materials for lesson use; prepares and modifies handouts and materials according to individual student needs; selects instructional materials according to individual educational goals of each student; sets up and prepares classroom bulletin boards, work areas, displays and exhibits.~~
- ~~6. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of student; assists in cleaning and straightening the classroom; assists with student personal hygiene and grooming needs including toileting, erring, changing diapers and clothes in the event of accidents; cleans and sanitizes toys and equipment; administers medication as required.~~
- ~~7. Provides supervision of assigned students; supervises student during nutrition breaks; escorts the student whenever they leave the classroom; assists the student to enter and leave the school~~

- bus: provides discipline within District policies and guidelines as needed; ensures student attends all classes and recreational activities.
8. Ensures assigned students receive adequate nutrition; assists in feeding and instructs the student on proper nutritional habits; provides physical and occupational therapy for an assigned student; records observations of all cognitive and physical achievements; takes notes to document each student's progress and growth.
 9. Works closely with teachers, psychologists, therapists, parents and administrators to ensure the student's academic and emotional needs are met; communicates with parents regularly; attends IEP sessions for assigned students; consults with professionals regarding student needs and appropriate services.
 10. Perform general clerical duties in support of the classroom; prepares and maintains a variety of student records and files; duplicates materials.
 11. Attend a variety of meetings and training sessions as required.
 12. For positions designated bilingual, translate a variety of written materials from English to a second language and from that language into English; interpret and facilitate communication between staff and non-English speaking students and parents.
 13. Perform CPR and First Aid as required.
 14. Perform related duties and responsibilities as required.
- ~~1. Works with individual students or small groups of students reinforce class lessons and/or assist students in completing class and homework assignments.~~
 - ~~2. Works with students to improve literacy skills and abilities, including 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:

- 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:

- 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

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 school-age children in an organized educational, health, child care, or other structured setting; including some experience working with children with special needs is required.

Oxnard School District

Page 5 of 6

Special Requirements, License or Certificate, as required by the individual assignment/position:

- Possession of, or ability to obtain, a valid California Driver's license.
- Possession of, or ability to obtain, a CPR and first aid certificate.
- 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.

~~Experience: Two years of experience working with school-age children in an organized educational, health, child-care, or other structured setting including experience working with special education children.~~

~~**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: 16.5

Approved 12/09

Oxnard School District

Page 6 of 6

Revised: 9/12, 01/18, 07/2019

OXNARD SCHOOL DISTRICT

Recruitment Type: Dual Certification

Director's Certification:



PERSONNEL COMMISSION

Eligibility List No. 18-19:50

Established: 6/26/19

Office Assistant/Switchboard Operator

Rank	Name	Expiration Date
1	Marron, Gabriela (B)	6/26/2020
2	Reyes, Yadira (B)	6/26/2020
3	Plascencia, Mayra (B)	6/26/2020

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. 18-19:54

Established:

Merged with Eligibility List No.

RISK MANAGEMENT SPECIALIST

Rank	Name	Expiration Date
1	Stevens, Teri	6/20/2020
2	Zavala, Cathy	1/17/2020
3	Lemus, Veronica	1/17/2020
4	Han, Justine	1/17/2020
5	Rodriguez, Diana B	6/20/2020
5	Valencia, Susie	1/17/2020
6	Olmos, Vanessa	6/20/2020
7	Morales, Ana	10/26/2019
8	Valencia, Erica	10/26/2019

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.

OXNARD SCHOOL DISTRICT

Recruitment Type: Dual Certification

Director's Certification:



PERSONNEL COMMISSION

Eligibility List No. 18-19:34

Established: May 15, 2019

Human Resources Assistant

Rank	Name	Expiration Date
1	Olmos, Vanessa	5/15/2020
2	Andaya, Sherylyn	5/15/2020
3	Amoroso, Alana M	5/15/2020
3	Reyes, Samara	5/15/2020

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

PERSONNEL COMMISSION

Recruitment Type: Dual Certification

Director's Certification:



Eligibility List No. 18-19:61
Established: 7/12/19

GROUNDS MANAGER

Rank	Name	Expiration Date
1	Lopez, Marco Antonio	7/12/2020
2	Melton, Richard Dennis	7/12/2020
2	Olles, Mike David	7/12/2020
3	Veronica, Phillip	7/12/2020
4	Hernandez, Miguel Nmn	7/12/2020

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.

Page 1

June 19, 2019

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

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

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
---------------	---	------------

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
-----------------	---	------------

**Return from Leave of
Absence**

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

Page 2

June 19, 2019

CLASSIFIED PERSONNEL ACTIONS

Released during Probation

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

Resignation

Canales, Catalina Health Care Technician, Position #9032 05/07/2019

Pupil Services 7.0 hrs./183 days

Fateh, Navid D Director of Facilities, Position #7354 06/03/2019

Facilities 8.0 hrs./ 246 days

Fountain, Genesis District Textbook Coordinator, Position #2300 05/31/2019

Educational Services 8.0 hrs./246 days

Jindall, Shweta Payroll Technician, Position #9175 05/23/2019

Budget & Finance 8.0 hrs./246 days

Madrigal, Lizeth Campus Assistant, Position #3069 04/25/2019

Rose Ave. 4.5 hrs./180 days

Nunez, Charles J Campus Assistant, Position #7151 05/15/2019

Fremont 4.0 hrs./180 days

Warrick, Roderick Site Technology Technician, Position #2511 05/07/2019

Ramona 8.0 hrs./246 days

Resignation Date Correction

Hernandez, Julie V Paraeducator I, Position #7193 ~~05/17/2019~~ 05/16/2019

Sierra Linda 4.83 hrs./183 days