



THE PERSONNEL COMMISSION
(supporting education through merit)

OXNARD SCHOOL DISTRICT
NOTICE OF SPECIAL MEETING
AGENDA

Tuesday, July 23, 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

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. Paraeducator I *(page 3)*
The Personnel Commission will consider revising the job description.
2. Paraeducator II *(page 8)*
The Personnel Commission will consider revising the job description.
3. Paraeducator III *(page 13)*
The Personnel Commission will consider revising the job description.

D. 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 93030

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

July 23, 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.
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- ~~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.

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~~**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~~

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~~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.

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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

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