



THE PERSONNEL COMMISSION
(supporting education through merit)
OXNARD SCHOOL DISTRICT
NOTICE OF REGULAR MEETING
AGENDA

Thursday, January 11, 2018
4:00 p.m. Regular Meeting
Oxnard Room
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 November 30, 2017 and December 14, 2017

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. 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 :
 - Recruitment update: Director, Classified Human Resources
 - Direction to staff
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.

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

D. ACTION ITEMS

1. Designate Administrative Assistant eligibility list as most appropriate list (page 7)
The Personnel Commission will consider allowing the list to be used to fill a vacant Compensatory Education Assistant position.
2. Reclassification of Compensatory Education Assistant position (page 9)
The Personnel Commission will consider reclassification to Administrative Assistant.
3. Paraeducator Series (page 11)
The Personnel Commission will consider approving revisions to six (6) class descriptions.
4. Personnel Commissioner Joint-Appointee
Meet and Greet Applicants
5. Eligibility Lists (page 30)
The Personnel Commission will review certification of eligibility lists.

E. REPORTS/OTHER INFORMATION/DISCUSSION ITEMS

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

1. Informational Report on Supervision (level defining characteristics) (page 31)
2. Informational Report on "Serial Meetings" (page 33)
3. Personnel Actions (page 35)
The Personnel Commission will receive a list of various personnel actions that relate to the transfer, retirement, or other action affecting classified personnel.
4. Report by Personnel Director
5. Report by CSEA Representative
6. Report by District Representative
7. Report by Commissioners
The Commissioners will report on issues concerning Commission administration.

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 93030



OXNARD SCHOOL DISTRICT SPECIAL MEETING MINUTES

Thursday, November 30, 2017
3:30 p.m. Oxnard Room of the ESC
 1051 South A Street, Oxnard, CA 93030

<p>The Personnel Commission of the Oxnard School District met on Thursday, November 30, 2017, in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Commissioner Rhoads at 3:34 p.m.</p>	<p>CALL TO ORDER</p>
<p>A roll call of the Commission was conducted. In attendance were: Jan Rhoads, Chair of the Personnel Commission Irma J. Lopez, Member of the Personnel Commission Peter Rogosin, Interim Director of Classified Human Resources Tanya Ventura, Staff member Guests: Dr. Edd Bond, Director of Certificated Human Resources; Esmeralda Hernandez, Human Resources Technician; Ilene Poland, CSEA Chapter President; Shari Rascon, Employee Benefits Specialist; Maribel Zambrano, Human Resources Technician; Rosalinda Zavala, Clerical substitute.</p>	<p>ROLL CALL</p>
<p>Commissioner Lopez moved to approve the agenda of Thursday, November 30, 2017 as presented. Commissioner Rhoads seconded and the motion carried. The vote was as follows 2-0. Rhoads <u>Y</u> ; Lopez <u>Y</u></p>	<p>ADOPTION OF THE AGENDA</p>
<p>None</p>	<p>COMMENTS BY THE PUBLIC</p>
<p>The Commission convened into closed session at 3:38 p.m. They reconvened into open session at 4:15 p.m. and reported that no action was taken.</p>	<p>CLOSED SESSION</p>
	<p>ACTION ITEMS</p>
<p>Ms. Poland, Ms. Hernandez, Commissioner Lopez, and Commissioner Rhoads all made comments on the background and experience of the Personnel Commissioner candidates. Commissioner Lopez moved to appoint Maria De La Cruz to the Personnel Commission. Having no second, Commissioner Rhoads moved to appoint Paul Robinson to the Personnel Commission. Having no second no further action was taken on this item.</p>	<p>Comments regarding the Public -Personnel Commissioner-Joint Appointment</p>

Mr. Rogosin reported that he will send the applications of Maria De La Cruz and Paul Robinson to the State Superintendent of Public Instruction in accordance with provisions on the California Education Code regarding the appointment of a joint appointee member of the Personnel Commission.	Appointment of Personnel Commissioner-Joint Appointee
Commissioner Lopez thanked Commissioner Rhoads for her years of service. Mr. Rogosin reported that the Personnel Commissioners Association is in awe of her many years of service. Ms. Rascon also thanked Commissioner Rhoads for her many years of service and for the time they worked together in the benefits office.	Recognition of Personnel Commission Chair Jan Rhoads
There being no further business, the Commission adjourned at 4:59 p.m. The next regular meeting is scheduled for December 7, 2017.	ADJOURNMENT

Peter Rogosin, Secretary to the Personnel Commission

This certifies that these are the full and correct minutes of the meeting of Thursday, November 30, 2017 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission



OXNARD SCHOOL DISTRICT REGULAR MEETING MINUTES

Thursday, December 14, 2017

3:30 p.m. Conference Room of the Operations Services Center
1055 South C Street, Oxnard, CA 93030

<p>The Personnel Commission of the Oxnard School District met on Thursday, December 14, 2017, in the Conference Room of the Operations Services Center, 1055 South C Street, Oxnard, CA. The meeting was called to order by Commissioner Rhoads at 3:40 p.m.</p>	<p>CALL TO ORDER</p>
<p>A roll call of the Commission was conducted. In attendance were: Irma J. Lopez, Acting Chair of the Personnel Commission Edward M. Castillo, Member of the Personnel Commission Peter Rogosin, Interim Director of Classified Human Resources Tanya Ventura, Staff member Guests: John Avalos, CSEA Job Steward; Silvia Carrillo, CSEA Paraeducator Representative; Pamela Ibarra, CSEA Clerical Representative; Ilene Poland, CSEA Chapter President; Paul Robinson; Dr. Jesus Vaca, Assistant Superintendent of Human Resources and Support Services</p>	<p>ROLL CALL</p>
<p>Commissioner Castillo moved to approve the agenda as amended with the removal of Meet with Personnel Commission Staff from closed session and the recruitment update Director, Classified Human Resources will be moved from closed session to Reports item D-5. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u></p>	<p>ADOPTION OF THE AGENDA</p>
<p>Commissioner Castillo moved to approve the minutes of Thursday, November 9, 2017 as presented. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Rhoads <u>Y</u> ; Castillo <u>Y</u></p>	<p>APPROVAL OF MINUTES</p>
<p>Ms. Ibarra reported that she is a Family Liaison and is asked to translate IEP's which she believes constitutes work-out-of-class. Ms. Poland explained that issue is being discussed in Labor Management and hopes that this will be addressed there.</p>	<p>COMMENTS BY THE PUBLIC</p>
	<p>ACTION ITEMS</p>
<p>Mr. Rogosin welcomed Commissioner Castillo to the Personnel Commission.</p>	<p>Installation of New Commissioner-Classified employees appointee</p>
<p>Commissioner Castillo moved to approve the meeting calendar for 2018 with the meeting time changed to 4:00 p.m. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u></p>	<p>Meeting Calendar for 2018</p>
<p>Mr. Rogosin explained the recommended revisions to the six class descriptions in the Paraeducator series. He noted that no new duties or responsibilities were added and that language was revised to better explain the level determining aspects of each classification. Commissioner Castillo moved to table the item for the next meeting, which will be held January 11, 2018. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u></p>	<p>Paraeducator Series</p>

Commissioner Lopez moved to extend the eligibility list of Administrative Assistant for six months. Commissioner Castillo seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u>	Extension of Administrative Assistant Eligibility List
Commissioner Castillo moved to table the item for the next meeting which will be held January 11, 2018. After some discussion, Mr. Rogosin reported that he would conduct a study to reclassify the Compensatory Education Assistant to Administrative Assistant. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u>	Designate Administrative Assistant eligibility list as most appropriate list
Commissioner Castillo moved to approve the eligibility lists of Intermediate School Secretary, Secretary, Translator (Mixteco), Site Technology Technician, and Health Assistant. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Lopez <u>Y</u> ; Castillo <u>Y</u>	Eligibility Lists
Mr. Rogosin gave an update on the appointment of the Personnel Commissioner-Joint Appointee.	Appointment of Personnel Commissioner-Joint Appointee
	REPORTS/OTHER INFORMATION/ DISCUSSION ITEMS
Mr. Rogosin gave a report on the status of Campus Assistant vacancies. He clarified the differences between Limited term, substitute, and provisional assignments.	Director's Report
Ms. Poland reported that a few issues are being resolved in labor management. She also reported that paperwork to support the joint appointee has been submitted to the State Superintendent and that CSEA lobbyist have contacted the State Superintendent's office.	Report by CSEA
Dr. Vaca reported that the use of the command center to the District enabled staff to communicate with parents and staff quickly regarding the fire. He also reported that the Oxnard Education Foundation Gala will be held in January 2018.	Report by District Representative
Commissioner Castillo thanked everyone for the opportunity to serve on the Commission. He also noted the importance of providing staff training opportunities.	Report by Commissioners
There being no further business, the Commission adjourned at 5:45 p.m. The next regular meeting is scheduled for January 11, 2018.	ADJOURNMENT

Peter Rogosin, Secretary to the Personnel Commission

This certifies that these are the full and correct minutes of the meeting of Thursday, December 14, 2017 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission

To: The Personnel Commission
From: Peter Rogosin, Interim Personnel Director
Date: December 14, 2017
Subject: Administrative Assistant Eligibility List Determination as Most Appropriate

Recommendation

It is recommended that the Personnel Commission concur with the Personnel Director's decision to use the Administrative Assistant eligibility list as the most appropriate eligibility list to hire a Compensatory Education Assistant from.

Background

Personnel Commission Rule 50.200.8 Certification from List for Another Class allows for the Director of Classified Personnel to certify the names of eligibles from the Administrative Assistant eligibility list to fill the Compensatory Education Assistant vacancy when there is no eligibility list for Compensatory Education Assistant and the Director finds that (1) "such certification is in the best interests of the District, and (2) "that the necessary skills and knowledge were adequately tested."

Staff met with the Director of Early Education who supervises the one position class of Compensatory Education Assistant. The Compensatory Education Assistant is one of three clerical workers in the Department. The others are an Office Assistant I and an Office Assistant II.

Incumbents in the class of Office Assistant III perform complex and diverse technical and clerical tasks involving independent action within a specific area including composing correspondence, creating reports, and monitoring budget expenditures. The minimum qualification necessary to compete in the examination process is one year of clerical experience. The minimum qualification (MQ's/EQ's) necessary to compete in the examination process is two years of clerical experience.

Incumbents in the class of Office Assistant II perform a variety of clerical functions in support of an assigned school or department including, filing, data entry, typing various documents, maintaining records and inventories, scheduling appointments, and providing assistance to staff and the public. The minimum qualification (MQ's/EQ's) necessary to compete in the examination process is one year of clerical experience.

Incumbents in the class of Compensatory Education Assistant perform a variety of responsible secretarial and clerical duties in support of Compensatory Education programs. They enroll students, monitor program activities and maintain records for the preschool program. They provide information to the general public and perform a variety of complex clerical duties relative to assigned area of responsibility. The minimum qualification (MQ's/EQ's) necessary to compete in the examination process is three years of increasingly responsible general secretarial/clerical experience.

Incumbents in the class of Administrative Assistant serves as a lead clerical worker in a Department and provides primary secretarial support for a department and/or District administrator at the level of Director or above. The minimum qualification (MQ's/EQ's) necessary to compete in the examination process is three years of clerical experience.

The salary range for Administrative Assistant and Compensatory Education Assistant are the same.

Basis for Recommendation

A review of the assigned duties and responsibilities for the two classifications, Compensatory Education Assistant and Administrative Assistant, were evaluated as equivalent. Both classes have a secretarial relationship to a department Director and provide direction to lower level clerical staff. In addition, the prerequisite experience requirements for the two classifications are identical.

In creating a job related examination process the same skills, knowledge and abilities would form the basis for any testing. With so many similarities, staff believes it is in the best interests of the District to have the Administrative Assistant eligibility list serve as, "the most appropriate" list from which to hire into the class of Compensatory Education Assistant. This was evaluated as satisfying the requirement for equivalency of testing as required by Personnel Commission Rule 50.200.8.

To: The Personnel Commission
From: Peter Rogosin, Interim Personnel Director
Date: January 11, 2018
Subject: Reclassification of Compensatory Education Assistant Position

Recommendation:

It is recommended that the Personnel Commission reclassify the vacant Compensatory Education Assistant position located in the Compensatory Education Department to Administrative Assistant effective January 12, 2018.

Background:

Compensatory Education Assistants perform a variety of responsible secretarial and clerical duties in support of Compensatory Education programs. They enroll students, monitor program activities and maintain records for the preschool program. They also provide information to the general public and perform a variety of complex clerical duties relative to their assigned area of responsibility.

Administrative Assistants perform varied and complex secretarial and clerical support duties for a designated department. They relieve an assigned administrator of routine administrative detail, organize office activities and coordinate the flow of communications for the administrator of the assigned department. The class description makes specific reference to “administering specially funded projects and department programs.” They also serve as a lead clerical worker and perform a variety of clerical and secretarial duties relative to their assigned area of responsibility.

Minimum Qualifications (EQ’s/MQ’s) for the two classifications are:

Administrative Assistant

Three years of clerical experience and one year (24 semester or 36 quarter units) of college-level coursework including coursework in secretarial science, office management, business administration, public administration, or a closely related field.

Compensatory Education Assistant

Three years of increasingly responsible general secretarial/clerical experience.

Basis for Recommendation:

Upon review of the assigned duties and responsibilities for the two classifications, Compensatory Education Assistant and Administrative Assistant, staff evaluated the classes as equivalent. Both classes have a secretarial relationship to a department Director and provide direction to lower level clerical staff. Incumbents in both classification may be assigned duties relative to providing clerical and secretarial support services for “specially funded projects and department programs.” In addition, the prerequisite experience requirements for the two classifications are identical and the salary range for Administrative Assistant and Compensatory Education Assistant are also the same.

According to Personnel Commission Rule 30.300.2 Effective Date of Reclassification, reclassification actions become effective on the date prescribed by the Commission and shall not have retroactive effect. [Also see California Education Code, Section 45285]

To: The Personnel Commission
From: Peter Rogosin, Interim Personnel Director
Date: December 8, 2017
Subject: Revision of Paraeducator Series Class Descriptions

Recommendation:

It is recommended that the Personnel Commission approve revisions to the six (6) class descriptions in the Paraeducator Series.

Background:

At a previous regular meeting of the Personnel Commission (October 12, 2017) the minimum qualifications (MQ's/EQ's) for the entry-level class of Paraeducator I was revised to allow for the recruitment and testing of applicants with:

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 a General Education Paraeducator with the Oxnard School District.

Previously, only applicants with one year of experience “providing assistance to individuals with specialized needs” were allowed to compete. At the meeting it was announced that staff would review the class descriptions for the whole series with the goal of standardizing the task statements listed and addressing issues of clarity.

As staff studied the six classification descriptions in the Paraeducator Series it was noted that the language on the descriptions was not consistent throughout the occupational series. While no new duties or responsibilities have been added to the description, the language has been standardized across each of the six classes. In addition, no duties or responsibilities previously identified have been removed.

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, 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

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.

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 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 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. Some positions may require the employee to be trained, in suctioning to clear air passages, gastronomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.
12. Performs related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- 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:

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.

Salary Range: 15.0

Approved 2/10

Revised: 10/17, 12/17

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;

Distinguishing Characteristics Among Related 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.

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.

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 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 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. Some positions may require the employee to be trained in suctioning to clear air passages, gastronomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.
12. Performs related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- 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

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.

Personnel Commission Approved: December 10, 2009
Revised: 9/12, 12/17

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.

Distinguishing Characteristics Among Related Classes

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.

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 employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment for students using the Braille based method of communication.

Supervision Received and Exercised

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

Duties and Responsibilities

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

1. 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, gastronomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.
12. Performs related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- 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

EMPLOYMENT STANDARDS

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.

Personnel Commission Approved: December 10, 2009
Revised 9/12, 12/17

ADAPTIVE TECHNOLOGY SPECIALIST

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

SUMMARY OF DUTIES

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

Distinguishing Characteristics Among Related Classes

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

SUPERVISION RECEIVED AND EXERCISED

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

Duties and Responsibilities

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

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

Qualifications

Knowledge of:

- General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care
- Behavior management techniques
- Methods and techniques of safely lifting and moving children with physical limitations
- Personal hygiene practices
- Health and Basic emergency, first aid, and health care techniques.

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

Ability to:

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

EMPLOYMENT STANDARDS

Experience: One of the following:

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

License or Certificate

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

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

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

NCLB REQUIREMENT

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

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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.

Salary Range: 17.5

Approved: 5/89

Revised: 4/92, 2/98, 6/02, 10/09, 10/13, 12/17

PARAEDUCATOR – HEARING IMPAIRED (ORAL SPEECH)

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

SUMMARY OF DUTIES

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

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

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

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

SUPERVISION RECEIVED AND EXERCISED

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

Duties and Responsibilities

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

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

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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

EMPLOYMENT STANDARDS

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

License or Certificate

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

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

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

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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.

Salary Range: 17.5

Approved: 5/89

Revised: 4/92, 2/98, 6/02, 4/13, 12/17

PARAEDUCATOR – HEARING IMPAIRED (SIGN LANGUAGE)

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

SUMMARY OF DUTIES

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

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

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

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

SUPERVISION RECEIVED AND EXERCISED

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

Duties and Responsibilities

Essential responsibilities and duties may include, but are not limited

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

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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
- 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

EMPLOYMENT STANDARDS

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

License or Certificate

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

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

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

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

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.

Salary Range: 22.5

Approved: 4/13, 12/17

Paraeducator I Eligibility list

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.

To: The Personnel Commission
From: Peter Rogosin, Interim Personnel Director
Date: January 11, 2018
Subject: Informational Report on Level-Defining-Characteristics of Supervision

Position classification work requires a generally understood set of concepts regarding the “level-defining characteristics” that separate one classification from another in the hierarchy of classes in a series and across organization divisions. Identifying significant differences is useful for establishing what pay range and schedule the Personnel Commission will allocate a particular class to as required by California Education Code §45268.

For example, one level-defining characteristic with pay implications might involve the nature of the supervision received by an employee. This responsibility can be formally expressed in a pay level determining sequence:

Level 1: Immediate Supervision:

Close monitoring of the work by the supervisor is a key to this level of supervision. The employee performs beginning level work of gradually increasing responsibility or works on simple, routine, or repetitive tasks or operations that typically include following step-by-step instructions and require little or no previous training or experience.

The employee works as instructed and consults with the supervisor as needed on all matters not specifically covered in the original instructions or guidelines.

Level 2: General Supervision

This is a “wide” concept designation that at the lower levels require the employee to apply a knowledge of basic or commonly used rules, procedures, or operations that typically require some previous training or experience. The employee uses initiative in carrying out recurring assignments independently.

At higher levels of general supervision the employee applies a knowledge of a body of standardized rules, procedures, or operations that require considerable training and experience to perform the full range of standard clerical or administrative assignments and resolve recurring problems.

For trade related occupations, employees work under general supervision when they apply skills acquired through significant training and experience, to operate and adjust varied equipment for purposes or work independently performing manual work.

Level 3 Administrative Direction

The supervisor provides administrative direction with assignments in terms of broadly defined missions or functions. The employee has responsibility for independently planning, designing, and carrying out programs, projects, studies, or other work. Results of the work are considered technically authoritative and are normally accepted without significant change.

Level 4: General Direction

The employee is provided resources and assigned functions. This level is reserved for department heads who operate with considerable independence.

Different classification systems consider different “factors” when conducting classification studies. The evaluation process generally begins with the highest valued compensable factor and proceeds in order to the lowest weighted factor. For example, one point factor system uses the following seven factors in the following order:

1. Knowledge required by the position
2. Supervision exercised and received
3. Guidelines referred to in the work
4. Complexity of the work (consequences of errors)
5. Relationship of the work to others (scope and effect)
6. Personal contacts and the purpose of the contacts
7. Environment and physical demands placed on the employee (weather, physical exertion, discomforts, etc.)

One level of a factor level description can be compared with lower and higher levels to determine differences. By reviewing assigned duties and responsibilities using the factors and the level definitions within each factor, comparisons can be made that allow the Personnel Commission to properly allocate (rank) classes on a hierarchy or series based on their relative significance to each other.

There are also guidelines on the relative weight of each factor to one another. For example, working at a desk job (factor 7) and knowledge required by the position (factor 1) are not equally compensated. The knowledge or skill requirements of a job drive the evaluation rating, while other compensable factors provide additional information to "fine tune" the final rating.

Essential to the success of all job evaluation processes is the presence of expert judgments made by using a formalized approach to job analysis. This results in consistent and informed judgements can documentation.

To: The Personnel Commission
From: Peter Rogosin, Interim Personnel Director
Date: January 11, 2018
Subject: Informational Report on "Serial Meetings"

Recent attention has been given to the special requirements contained in the Brown Act regarding the holding of open meetings to discuss, deliberate and take action on items specifically within the jurisdiction of the Personnel Commission. This report is presented in response to questions Commission staff received regarding when issues within the purview of the Personnel Commission are dealt with outside the confines of a Personnel Commission meeting.

According to the Brown Act requirements, an employee or official of a local agency may engage in separate conversations or communications outside of an open and noticed meeting "with members of a legislative body in order to (1) answer questions or (2) provide information regarding a matter that is within the subject matter jurisdiction of the local agency if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body." To do otherwise would violate the Brown Act.

The Brown Act also prohibits serial communications that lead to "developing a concurrence" among the majority of the members of the legislative body. Developing a concurrence on an item is broadly construed. It means any information that leads to an agreement or compromise among the members. It also means any discussion or information that advances the resolution of an item that is on the agenda or within the board's subject matter jurisdiction. (Reference: California Attorney General, The Brown Act: Open Meetings for Local Legislative Bodies, 2004, p. 11.)

The Brown Act states "any use of direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the legislative body to develop a concurrence as to action to be taken on an item by members of the legislative body is prohibited." (Gov. Code § 54952.2.) Specifically, the Brown Act prohibits Personnel Commissioners from engaging in any form of communication among one another, or the use of a third party outside of a public meeting, that leads to a concurrence on an action to be taken.

A serial meeting may occur by either a "daisy chain" or a "hub and spoke" sequence. In the daisy chain scenario, Commissioner A contacts Commissioner B, Commissioner B contacts Commissioner C and so on, until a quorum has discussed, deliberated, or taken action on an item within the legislative body's subject matter jurisdiction.

The hub and spoke process involves at least two scenarios. In the first scenario, Commissioner A (the hub) sequentially contacts Commissioners B and C (the spokes) until a quorum has been contacted.

In a second scenario, a staff member or consultant (the hub), functioning as an intermediary for the legislative body or one of its members, communicates with a majority of members (the spokes) one-by-one for discussion, deliberation, or a decision on a proposed action.

Another example of a serial meeting is when a chief executive officer (the hub) briefs a majority of members (the spokes) prior to a formal meeting and, in the process, information about the members' respective views is revealed. Each of these scenarios violates the Brown Act.

Violations of the Brown Act may result in civil and criminal penalties. The usual remedy however, is to correct the deficiency by revisiting the issue in question at a regular meeting.

CLASSIFIED PERSONNEL ACTIONS

December 6, 2017

New Hire

Alcala, Sonia	Paraeducator III, Position #1943 Special Education 5.75 hrs./183 days	10/23/2017
Almanza, Agustin	Paraeducator I, Position #7175 Harrington 1.0 hrs./183 days	11/08/2017
Almanza, Agustin	Paraeducator I, Position #2805 Harrington 4.0 hrs./183 days	11/08/2017
Ankrom, Karen A	Paraeducator III, Position #7850 Special Education 5.75 hrs./183 days	10/23/2017
Arevalo, Estanilao	Paraeducator II, Position #6783 Special Education 5.75 hrs./183 days	11/15/2017
Cameron, Rosa M	Paraeducator II, Position #2952 Special Education 5.75 hrs./183 days	10/02/2017
Crandall Plasencia, Mary K	Director of Finance, Position #73 Budget & Finance 8.0 hrs./246 days	11/20/2017
Garcia, Maritza	Family Liaison (B), Position #2433 Sierra Linda 6.0 hrs./180 days	11/06/2017
Poole, Tania M	Special Education Data Technician, Position #8591 Special Education 8.0 hrs./246 days	11/20/2017
Rivas Saucedo, Norberto	Custodian, Position #8508 Kamala 4.0 hrs./246 days	10/23/2017
Robles, Cecilia A	Paraeducator III, Position #8542 Special Education 5.75 hrs./183 days	11/15/2017
Santana, Virginia D	Paraeducator II, Position #2114 Special Education 5.75 hrs./183 days	11/06/2017
Severiano Vico, Adalilia	Paraeducator II (B), Position #7238 Special Education 5.75 hrs./183 days	10/23/2017

Exempt

Boggs, Selena	Campus Assistant	10/23/2017
Cebros Beltran, Carlos	Campus Assistant	10/26/2017
Coronado, Brittany	AVID Tutor	10/23/2017
Flores, Javier	Campus Assistant	10/24/2017
Heikes, Geniveve	Campus Assistant	10/17/2017
Lopez, Olanda	Campus Assistant	10/20/2017
Ocampo, Alex	Campus Assistant	10/17/2017
Ortiz, Jasmin	AVID Tutor	10/17/2017

Limited Term

Barragan, Mayra	Clerical	11/03/2017
Barrera, Anais	Paraeducator	10/24/2017
Chavez, Alex	Paraeducator	11/01/2017
Duenes, Rolando	Custodian	10/17/2017
Fernandez, Alexis	Paraeducator	11/03/2017
Gomez Gonzalez, Carmen N	Paraeducator	10/13/2017
Hernandez Melendez, Alejandra	Paraeducator	09/29/2017
Livingston, Chelsea A	Paraeducator	11/07/2017
Martinez, Alejandra J	Paraeducator	10/17/2017
Martinez, Lizbeth	Clerical	10/01/2017
Munoz, Nancy M	Paraeducator	10/26/2017
Prado, Yvette	Paraeducator	11/07/2017
Reyes, Juan Carlos	Custodian	11/01/2017
Rivera, Elizabeth H	Paraeducator	10/09/2017
Romero, Adela	Paraeducator	11/14/2017
Romero, Adela	Preschool Teacher	11/15/2017
Rosales, Jarrod J	Child Nutrition Worker	10/01/2017
Silva, Janet	Paraeducator	11/08/2017
Valladares, Elizabeth	Paraeducator	10/31/2017

Promotion

Contreras, Janet	Paraeducator III (B), Position #8534	11/17/2017
	Special Education 5.75 hrs./183 days	
De Santiago, Christopher J	Paraeducator II (B), Position #679	10/30/2017
	Special Education 5.75 hrs./183 days	
Garcia, Isai	Lead Custodian, Position #549	11/27/2017
	Curren 8.0 hrs./246 days	
Herrera, Cindy	Custodian, Position #1893	10/23/2017
	Haydock 8.0 hrs./246 days	
	Outreach Specialist (B), Position #2688	
Herrera, Cindy	Family Liaison, Position #2429	10/23/2017
	Marina West 6.0 hrs./180 days	
	Paraeducator I, Position #7173	
Herrera, Cindy	Elm 4.0 hrs./183 days	10/23/2017
	Child Nutrition Worker, Position #7292	
Herrera, Cindy	Child Nutrition Services 3.0 hrs./185 days	

Increase in Hours

Barragan, Rosalia	Infant Program Assistant, Position #1067 Special Education 5.75 hrs./183 days	11/14/2017
	Infant Program Assistant, Position #1067 Special Education 5.5 hrs./183 days	

Transfer

Elliott, Karen	Child Nutrition Worker, Position #389 Brekke 4.5 hrs./185 days	11/15/2017
	Child Nutrition Worker, Position #2790 Brekke 5.5 hrs./185 days	
Flores, Janet	Paraeducator I, Position #7182 Marshall 1.0 hr./183 days	11/07/2017
	Paraeducator I (B), Position #2243 Frank 5.5.0 hrs./183 days	
Jimenez, Edgard	Custodian, Position #1893 Haydock 8.0 hrs./246 days	11/13/2017
	Custodian, Position #2542 Haydock 8.0 hrs./246 days	
Murillo de Jeronimo, Erica	Administrative Assistant, Position #8649 Educational Services 8.0 hrs./246 days	11/6/2017
	Compensatory Ed. Assistant, Position #1852 NFL 8.0 hrs./246 days	
Perez, Patricia	Paraeducator III, Position #8468 Special Education 5.5 hrs./183 days	11/13/2017
	Paraeducator III, Position #2117 Special Education 5.75 hrs./183 days	
Razo, Rudy	Site Technology Technician, Position #2950 Fremont 8.0 hrs./246 days	11/20/2017
	Site Technology Technician, Position #2947 Haydock 5.0 hrs./246 days	
Rodriguez Gaytan, Edmundo	Child Nutrition Worker, Position #2854 Ramona 5.0 hrs./185 days	11/27/2017
	Child Nutrition Worker, Position #269 Lemonwood 5.0 hrs./185 days	

Administrative Transfer

Leon, Julio	Custodian, Position #573 Ramona 8.0 hrs./246 days	11/16/2017
	Custodian, Position #1293 Sierra Linda 8.0 hrs./246 days	

Leave of Absence

Bruce, Elizabeth	Paraeducator III, Position #2142 San Miguel 5.75 hrs./183 days	11/07/2017-06/17/2018
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Return Leave of Absence

Dahm, Amy	School Office Manager, Position #429 McAuliffe 8.0 hrs./210 days	10/31/2017
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Resignation

Humphrey, Jaime L	Paraeducator II, Position #2260 Special Education 5.75 hrs./183 days	11/27/2017
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