



THE PERSONNEL COMMISSION
(supporting education through merit)

OXNARD SCHOOL DISTRICT
NOTICE OF REGULAR MEETING
AGENDA

Thursday, May 11, 2017
3:30 p.m. Regular Meeting
Oxnard Room of the ESC
1051 South A Street, Oxnard, CA 93030

A. ORDER OF BUSINESS

1. Call Meeting To Order
2. Roll Call
3. Adoption of the Agenda
4. Approval of Minutes of April 20, 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. ACTION ITEMS

1. Re-allocation on Salary Schedule-Speech Language Pathology Assistant (*page 5*)
The Personnel Commission will consider approving the salary reallocation.
2. Compensation for Bilingual positions (*page 8*)
The Personnel Commission will consider approving revisions to class descriptions and approve salary reallocation for specified classifications.
3. Eligibility Lists (*page 35*)
The Personnel Commission will review certification of eligibility lists.

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. REPORTS/OTHER INFORMATION/DISCUSSION ITEMS

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

1. Personnel Actions (*page 36*)
The Personnel Commission will receive a list of various personnel actions that relate to the transfer, retirement, or other action affecting, classified personnel.
2. Director's Report
The Director of Classified Human Resources will report on staff management, current recruitments, and other matters.
3. Report by CSEA
CSEA may report on Human Resources issues of interest to the District.
4. Report by Assistant Superintendent, Human Resources and Support Services
The Assistant Superintendent, Human Resources, may report on human resources issues of interest to the District.
5. Report by Commissioners
The Commissioners will report on issues concerning Commission administration.

E. 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 MINUTES

Thursday, April 20, 2017

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

The Personnel Commission of the Oxnard School District met on Thursday, April 20, 2017, in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Commissioner Rhoads at 3:54 p.m.

CALL TO ORDER

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

ROLL CALL

Jan Rhoads, Chair of the Personnel Commission
Irma J. Lopez, Member of the Personnel Commission (arrived at 3:54)

Jonathan Koch, Director of Classified Human Resources
Danielle Keys, Staff member
Tanya Ventura, Staff member

Guests: Dr. Jesus Vaca, Assistant Superintendent, Human Resources and Support Services

Commissioner Lopez moved to approve the agenda of Thursday, April 20, 2017 as presented. Commissioner Rhoads seconded and the motion carried.
The vote was as follows 2-0. Rhoads Y ; Lopez Y

ADOPTION OF THE
AGENDA

Commissioner Lopez moved to approve the minutes of March 9, 2017 as presented. Commissioner Rhoads seconded and the motion carried.
The vote was as follows 2-0. Rhoads Y ; Lopez Y

APPROVAL OF
MINUTES

Commissioner Rhoads moved to approve the establishment of the new classification and class description for Instructional Materials Warehouse Attendant/Driver and allocate the class to range 17 on the OSD/CSEA Salary Schedule. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Rhoads Y ; Lopez Y

COMMENTS BY THE
PUBLIC

ACTION ITEMS

Instructional Materials
Warehouse
Attendant/Driver

Commissioner Rhoads moved to approve the amendments to the job description of Executive to the Superintendent. Commissioner Lopez seconded and the motion carried. The vote was as follows 2-0. Rhoads Y ; Lopez Y

Executive Assistant to
the Superintendent

Commissioner Lopez moved to approve the eligibility lists of Accounting Specialist III, Accounting Specialist IV, Position Control Specialist, Paraeducator II, Paraeducator II, Transportation Driver, Warehouse Worker/Delivery Driver, District Translator, and School Office Manager. Commissioner Rhoads seconded and the motion carried. The vote was as follows 2-0. Rhoads Y ; Lopez Y

Eligibility Lists

REPORTS/OTHER
INFORMATION/DISCUSSION ITEMS
Budget First Reading

The Personnel Commission reviewed the proposed budget for Fiscal Year 2017-2018.

Personnel Actions

The Personnel Commission reviewed the Personnel Actions of March 15, 2017.

Director's Report

Mr. Koch gave an update on the current recruitments for Accounting Specialist III, Accounting Specialist IV, Child Nutrition Worker (Temporary/Substitute), District Translator, Family Liaison, Office Assistant II, Outreach Specialist, Paraeducator I, Paraeducator II, Paraeducator III, Paraeducator-Hearing Impaired (sign language), Position Control Specialist, Preschool Assistant, School Occupational Therapist, School Office Manager, Speech-Language Pathology Assistant, Transportation Driver, and Warehouse Worker/Delivery Driver. He summarized the Commission's staff activities as of the last Commission meeting.

ADJOURNMENT

There being no further business, the Commission adjourned at 5:06 p.m. The next regular meeting will be held May 11, 2017.

Jonathan Koch, Secretary to the Personnel Commission

This certifies that these are the full and correct minutes of the meeting of Thursday, April 20, 2017 as approved by the Personnel Commission of the Oxnard School District.

Date

Chair, Personnel Commission

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Jonathan Koch
Director, Classified Human Resources

Date of Meeting:

May 11, 2017

TITLE: RE-ALLOCATION ON SALARY SCHEDULE – Speech-Language Pathology Assistant

DESCRIPTION OF AGENDA ITEM:

At the Regular Meeting of March 14, 2013 the Personnel Commission took action to recommend allocation of the classification of Speech-Language Pathology Assistant to Range 21.5 on the classified salary schedule.

Since that time there has been an increasing need for services provided by this classification and a lack of qualified candidates. The Classified Human Resources office has been recruiting to fill positions continuously for the past year and has filled two positions during that time period. As of the time of this item, six vacancies remain.

A recent study of the marketplace place has shown that while our wages we competitive in 2013, this is no longer the case in 2017. This matter is exasperated by the fact that we are having to attempt to draw from Los Angeles county as colleges and universities in our area do not have programs allowing students to graduate with the necessary (state mandated) degrees to fill these positions.

A salary study of our current market place including school districts with which we must compete in Los Angeles county and local staffing agencies has been conducted (attached). The SLPA classification presents a somewhat unique issue when conducting a study of this nature as many districts in Ventura county have long tenured incumbents and therefore have not recently recruited for their positions. For this reason, many districts in our county fail to realize the demand for individuals with the required qualifications and have not taken action to adjust their salaries to be competitive in the market place.

FISCAL IMPACT:

In order to be competitive in the marketplace, salary placement is being recommended at Range 25.0 (\$25.41 - \$30.84/hr.). An additional 2% increase is anticipated following ratification of the CSEA/OSD agreement. Total additional cost will be a maximum of approximately \$7,565 per year added to the current salary cost of a full-time Speech-Language Pathology Assistant employee.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve the recommendation for salary reallocation for Speech-Language Pathology Assistant from Range 21.5 to Range 25.0 on the OSD/CSEA Salary Schedule.

Market Study: SPEECH-LANGUAGE PATHOLOGY ASSISTANT

AGENCY	CLASS TITLE	MIN HOURLY SALARY	MAX HOURLY SALARY	Notes
Santa Barbara USD	Speech Pathology Assistant	\$21.62	\$35.56	Special Exemption Made (Top step is \$26.85)
A1 Therapy Center	Speech-Language Pathology Assistant	\$28.00	\$35.00	
Seaside Speech Therapy	Speech-Language Pathology Assistant	\$35.00	\$35.00	
Los Angeles USD	Speech-Language Pathology Assistant	\$27.42	\$34.03	20% Scarcity Stipend Included
Glendale USD	Speech-Language Pathology Assistant	\$24.04	\$33.79	
Amigo Baby Staffing	Speech-Language Pathology Assistant	\$33.00	\$33.00	
Los Angeles COE	Speech-Language Pathology Assistant	\$25.55	\$31.71	
Champions Charter Services Staffing	Speech-Language Pathology Assistant	\$30.00	\$30.00	
Steps to Speech Staffing	Speech-Language Pathology Assistant	\$30.00	\$30.00	
Burbank USD	Speech-Language Pathology Assistant	\$23.15	\$29.65	
Las Virgenes USD	Speech-Language Pathology Assistant	\$21.36	\$29.16	
Children's Therapy Network	Speech-Language Pathology Assistant	\$29.00	\$29.00	
Rio ESD	Speech-Language Pathology Assistant	\$22.73	\$27.72	
Ventura County OE	Speech-Language Pathology Assistant	\$22.12	\$27.59	
Fillmore USD	Speech-Language Pathology Assistant	\$22.58	\$27.44	
Santa Monica-Malibu USD	Speech-Language Pathology Assistant	\$21.02	\$26.82	
Palos Verdes Peninsula USD	Speech and Language Technician	\$21.86	\$26.67	
Hart Union HSD	Speech-Language Pathology Assistant	\$20.64	\$24.05	
Moorpark USD	Speech-Language Pathology Assistant	\$17.31	\$23.18	
Lucia Mar USD	Speech-Language Pathology Assistant	\$17.56	\$22.41	
Oxnard School District	Speech-Language Pathology Assistant	\$21.41	\$26.04	
STATISTICAL ANALYSIS	% of OSD MIN to MAX Increase		21.6%	Recommendation: Range 25.0 (\$25.41 - \$30.84) Recommendation will place OSD in top third and 5% above the market median before 2% planned additional increase and 3% bilingual stipend.
	% of Market MIN to MAX Increase		23.8%	
	Market Range	\$17.69	\$13.15	
	Market Average	\$24.70	\$29.59	
	Market Median	\$22.94	\$29.41	
	% of Market Agencies Below OSD	25%	18%	
	% of Market Agencies Above OSD	75%	82%	
	% OSD is from Market Average	-13.3%	-12.0%	
	% OSD is from Market Median	-6.7%	-11.4%	
	Average % from Market Ave & Med	-10.0%	-11.7%	
Average of MIN & MAX % from Market		-10.9%		

REMOVED FROM ANALYSIS			
AGENCY	REMOVAL REASON	MIN HOURLY SALARY	MAX HOURLY SALARY
Conejo Valley USD	Last Hire 10+ years ago. Not current	\$16.61	\$20.27
Santa Paula USD	No current incumbents/recruitment	\$19.25	\$23.40
Simi Valley USD	No current incumbents/recruitment	\$20.43	\$25.09
Ventura USD	No current incumbents/recruitment	\$20.71	\$25.95
Included agencies determined by proximity and comparable size and demographics which are considered in the same market for job candidates.			
Approved AA Program (All)	Approved BA Program (CA Schools)		
American River College Sacramento, CA	Biola University La Mirada, CA	California State University-Los Angeles Los Angeles, CA	
Cerritos College Norwalk, CA	California Baptist University Riverside, CA	California State University-Northridge Northridge, CA	
Chemeketa Community College McMinnville, OR	California State University-Chico Chico, CA	California State University-Sacramento Sacramento, CA	
Orange Coast College Costa Mesa, CA	California State University-East Bay Hayward, CA	Chapman University Orange, CA	
Pasadena City College Pasadena, CA	California State University-Fresno Fresno, CA	San Diego State University San Diego, CA	
San Joaquin Delta College Stockton, CA	California State University-Fullerton Fullerton, CA	San Francisco State University San Francisco, CA	
Santa Ana College Santa Ana, CA	California State University-Long Beach Long Beach, CA	San Jose State University San Jose, CA	
	California State University-Los Angeles Los Angeles, CA	University of the Pacific Stockton, CA	

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Jonathan Koch
Director, Classified Human Resources

Date of Meeting:

May 11, 2017

TITLE: ADJUSTMENTS MADE BASED ON NEGOTIATED CHANGES TO COMPENSATION FOR BILINGUAL POSITIONS

DESCRIPTION OF AGENDA ITEM:

Background:

Historically the Oxnard School District has maintained two different systems for compensating employees in positions requiring bilingual skills. These systems are as follows:

System 1: If it is believed either at the time of the creation of the classification, or at any time during the life of the classification, that all incumbents in the job are required to possess bilingual skills, then the classification is supposed to be compensated at 0.5 ranges (2.5%) higher on the salary schedule. For example, if the original salary placement for Outreach Specialist would be Range 23.5, but it is found that they all need to be bilingual, the salary placement would be Range 24.0, or 2.5% higher.

System 2: If it is believed either at the time of the creation of the classification, or at any time during the life of the classification, that any incumbent may not be required to possess bilingual skills, then all positions requiring bilingual skills are compensated with a 3% bilingual stipend. For example, if 20 School Office Managers need to be bilingual and 1 does not, the 20 who are required to be bilingual would receive an additional 3% stipend.

Previous Implementation:

Through research it has been found that the above systems are flawed. Not only have some classifications been found to have not been provided the higher range (2.5%) based on the requirement of bilingual skills, but the dual-system approach has created inequity in pay.

Currently some bilingual employees are being compensated with an additional 2.5% in pay while others are being compensated with an additional 3% in pay. Additionally, some are not being compensated at all as it has been found that the additional pay was never truly factored in to the pay assigned to the classification.

Negotiation:

All items included were brought forth and negotiated with CSEA. The recommendations being made to the Personnel Commission reflect the agreed upon approaches from negotiations between CSEA and OSD. Through negotiations it has been determined that the District will provide a stipend to **all** positions requiring bilingual skills unless the position is based solely around bilingual skills (such as District Translator). This will eliminate the two system approach and pay inequities. This approach will be in effect as of July 1, 2017 and apply to all current and future employees. A chart outlining details relating to each specific classification is attached.

FISCAL IMPACT:

Exact fiscal impact is unknown and will change annually depending on the number of bilingual positions and current salary steps on which the 3% stipends are based. Effective following approval of the recommendations below, the classifications listed below will receive bilingual stipends.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve all recommended revisions to enclosed class descriptions as presented and approve salary reallocation for specified classifications as recommended effective July 1st, 2017. These items include the following:

1. Approve revisions to the class description of District Community Liaison as presented.
2. Approve revisions to the class description of Facilities Technician as presented.
3. Approve revisions to the class description of Family Liaison as presented.
4. Approve revisions to the class description of Infant Program Assistant as presented.
5. Approve revisions to the class description of Migrant Education Recruiter as presented.
6. Approve revisions to the class description of Preschool Assistant as presented.
7. Approve revisions to the class description of Preschool Teacher as presented.
8. Approve revisions to the class description of Testing & Assessment Analyst as presented.
9. Approve salary reallocation for Infant Program Assistant from Range 16.5 to Range 16.0.
10. Approve salary reallocation for Preschool Assistant from Range 15.5 to Range 15.0.
11. Approve salary reallocation for Preschool Teacher from Range 24.0 to Range 23.5.

Recommend to the Board of Trustees to add bilingual stipends to all incumbents in the above classifications

DISTRICT COMMUNITY LIAISON (B)

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

SUMMARY OF DUTIES

Under the direction of the Director of Pupil Services or management designee, assists schools in supporting Foster Youth, Homeless, Migrant, and other students at risk of not meeting academic and social goals or leaving school; collaborates with Outreach Specialists and/or school counselors to refer families to local agencies and community services as needed; case manages Foster Youth and Homeless students in order to ensure District compliance with legislative requirements AB 490 (Ed Code 48850-48859); and performs a variety of duties related to assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The District Community Liaison classification assists schools in supporting students at risk of not meeting goals or leaving school; collaborates with school based Outreach Specialist and Counselors to refer families to local agencies and community services; manages cases for Foster Youth and Homeless students; ensures compliance with legislative requirements; and performs a variety of duties related to assigned area of responsibility.

The Outreach Specialist classification provides early identification of students at risk of not meeting academic and social goals or leaving school and applies appropriate interventions; refers families of students to community services and agencies as needed and coordinates delivery of aforementioned services; collects and analyzes data on at-risk student populations; secures outside resources and volunteers and support from private businesses and other community organizations; and performs a variety of duties related to assigned area of responsibility.

The Neighborhoods for Learning (NfL) Family Liaison classification coordinates, implements, and monitors NfL program activities and services; acts as a parent advocate; refers the parents of prenatal to five-year-old children to community services and agencies as needed and coordinates delivery of aforementioned services; and performs a variety of administrative duties relative to assigned area of responsibility.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Director of Pupil Services or management designee;
- Positions in this classification have no formal supervisory responsibilities.

ESSENTIAL DUTIES

- Locates students and families of targeted groups i.e. Foster Youth, Homeless, and Migrant and other groups as designated by administration in the District who may be in need of community services and referrals;
- Develops, maintains, and updates a record of students and families needing services for case management; follows-up on specific cases as necessary;
- Establishes working relationships with Outreach Specialists and school counselors to ensure social services, counseling agencies, family service associations, and other related agencies are being provided to students and their families as needed;
- Monitors attendance among targeted students and works with schools to identify and address causes of individual student truancy, tardiness, and absenteeism by means of informal counseling and meetings with parents, counselors, community members, and service agencies;
- Serves as a student/family advocate supporting academic and social success for targeted at-risk students;
- Collaborates and confers with site Outreach Specialists, school counselors, principals, and staff on special issues of assigned students to ensure students are receiving needed services;
- Provides training to school support staff (i.e. Outreach Specialist, Counselors, and office staff) on Foster Youth rights as stated in AB 490;
- Coordinates meetings and special gatherings and provides training for families of targeted students;
- Establishes methods to communicate to all stakeholders involved in assisting students and families; ensures involvement of stakeholders;

Oxnard School District

Page 2 of 3

- Performs community outreach including developing and conducting parent training and workshops;

Other Related Duties

- Performs basic clerical functions required in the gathering, maintaining, and analyzing of data needed for, and related to, student referrals, family needs, and other areas needed for successful job performance;
- For positions designated as bilingual, translates a variety of written materials from English to a designated second language and from that language into English; interprets and facilitates communication between staff and non-English speaking members of the public; attends various meetings to translate and interpret as needed;
- Performs other related duties and responsibilities as assigned.

KNOWLEDGE, ABILITIES, AND TRAITS

Knowledge of:

- Theory, research, methodology, and effective practices in early identification of students at risk of failing or leaving school prematurely;
- Intervention methods;
- Resources supporting child and youth services within the Ventura County area;
- Interviewing techniques and problem solving methodology;
- Programs and services for at-risk students;
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance;
- Basic principles and practices of child development and child guidance;
- General needs and behavior of children;
- Pertinent Federal, State and local laws, codes and regulations.

Ability to:

- Read, interpret and follow rules, regulations, policies and procedures;
- Relate well to students and families in a nonjudgmental and caring manner;
- Analyze facts and information and draw accurate conclusions;
- Compose correspondence, memoranda, reports, and other materials independently;
- Relate well to community, agencies, and school personnel;
- Recognize the need to provide for the personal privacy and dignity of at-risk children;
- Efficiently and effectively react to emergencies;
- Learn and adapt to new procedures and conditions;
- Assist students and parents by providing proper examples, emotional support, friendly attitude and general guidance;
- Demonstrate an understanding, patient and receptive attitude toward children with special needs;
- Operate a variety of office machines and equipment such as a personal computer and applicable hardware and software, copiers, printers, scanners, typewriters, calculators, and fax machines;
- Work effectively within established time schedules and with minimal direction;
- Provide information and assistance to parents, the general public, and other staff members in a helpful, courteous and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Communicate effectively, both orally and in writing;
- Understand and follow oral and written directions;
- Establish and maintain effective working relationships.

Traits:

- Appreciates and respects the differences among people;
- Diligently attends to details and quality;
- Easily adapts to situations and changes;
- Effectively manages one's own time, priorities, and resources;

Oxnard School District

Page 3 of 3

- Is trustworthy and responsible for his/her actions;
- Logically grasps and thinks through issues and problems;
- Overcomes linguistic and cultural barriers;
- Remains steady under pressure;
- Stays focused and has good work ethic;
- Strives to meet customers' needs.

EMPLOYMENT STANDARDS

Education: A Bachelor's Degree or equivalent from an accredited college or university in education, counseling, social work, sociology, psychology or other closely related field. Additional years of experience beyond that required below may be substituted for up to two years of the required education.

Experience: One year of experience in public schools, public agencies, or community-based organizations such as church groups, community advisory groups, parent/teacher associations, scouting organizations, etc.

Special: Possession of a valid California Driver's license.

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

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

Physical Requirements: Employees in this classification stand, walk, sit, stoop/bend, reach overhead, lift and carry up to 20 lbs., use fingers repetitively, use both hands simultaneously, speak clearly, hear normal voice conversation, and see small details.

WORK ENVIRONMENT: Employees in this classification work primarily inside an office environment, with frequent interruptions, with changing priorities and short deadlines, may be required to drive an automobile to conduct work, and have direct contact with students, parents, and other members of the public.

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: 24.0

Approved: 2/98

Revised: 9/14 (title change from Community Outreach Liaison)

~~HUMAN RESOURCES & SUPPORT SERVICES~~

5745(A) BP

FACILITIES TECHNICIAN-(B)

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

Definition

To perform a variety of technical and complex clerical duties in support of the Facilities Department; to schedule use of the Civic Center; to calculate and verify school facility fees; ~~to translate oral and written materials accurately and fluently in both English and the second language~~; and to perform a variety of technical tasks relative to assigned area of responsibility.

Distinguishing Characteristics

Incumbents in the Facilities Technician classification perform complex and diverse technical and clerical functions involving independent action in support of the Facilities Department. Incumbents shall also perform all duties within the classification of Office Assistant II.

Supervision Received and Exercised

- Receives supervision from the Director of Facilities.
- May receive technical and functional direction from the Facilities Secretary.

Essential Function Statements

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

Essential Functions:

1. Perform a variety of technical clerical tasks in support of Facilities Department functions; type reports, schedules, lists, forms or other materials from straight copy or rough draft, using an electronic typewriter or computer as applicable; utilize computerized work order system.
2. Schedule civic center use of school facilities and grounds; coordinate use of facilities with District and site personnel; collect district school facilities and civic center fees for public use of district facilities; maintain a variety of logs, records and files; maintain accounting of records of all fees collected.
3. Perform all duties within the classification of Office Assistant II.
4. Accurately calculate school facilities fees on commercial and residential new development and remodeling projects; verify and collect facilities fees.
5. Prepare and distribute a variety of reports pertaining to school facilities fees; prepare release of lien documents against property for County Recorder's office.
6. Receive daily overflow work request telephone calls from all sites; dispatch requests including work location and description of work to be performed; assess, within guidelines, urgency of work requests and the appropriate personnel to dispatch for emergencies.
7. Provide routine information and direct inquiries to the appropriate person or office; answer telephone and take messages; make phone calls to request, provide or verify information as directed; keep assigned supervisor apprised of all related activities.

HUMAN RESOURCES & SUPPORT SERVICES

5745(B) BP

8. Issue and record distribution of district keys to private contractors and consultants; audit key bank monthly and report findings to assigned supervisor on required form.
9. Assemble and maintain a variety of manuals, including project bid package manuals; assure timely duplication and distribution of a variety of records, reports and other materials as directed.
10. Perform clerical work such as posting records, making mathematical computation and security information from clearly indicated sources.
11. Operate a variety of office equipment such as a typewriter, computer terminal with database and word processing software, calculator, copy machine, facsimile machine, blueprint machine, two-way radio communication equipment.
12. Sort and distribute incoming U.S. and intra-district mail.
13. For positions designated as bilingual, Translate a variety of written materials from English to a designated second language and from that language into English; interpret and facilitate communication between staff and non-English speaking public.
14. Perform related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- Functions and clerical operations of a Facilities Department.
- Basic maintenance and construction technical terms/terminology.
- Manual and computerized record-keeping techniques and procedures.
- Modern office practices, procedures and equipment, including computers and supporting word processing and spreadsheet applications.
- Methods and techniques of calculating a variety of fees.
- Rules and regulations governing school facilities fees.
- ~~English and a designated second language usage, spelling, grammar and punctuation.~~
- Reading and writing communication skills.
- Basic mathematical principles.
- Interpersonal skills using tact, patience, courtesy and professionalism.

Ability to:

- Schedule and track the use of facilities and grounds.
- Prepare and maintain accurate records.
- Perform routine clerical work including maintaining files and records.
- Perform mathematical calculations quickly and accurately to calculate a variety of fees.
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.
- Operate a personal computer and peripheral equipment, using modern software, including word processing and data input; operate a variety of modern office machines and equipment such as a typewriter, calculator, FAX and copier; sort and distribute mail.
- Maintain confidentiality of privileged information obtained during the course of work
- Operate a keyboard at a corrected rate of 45 words per minute.
- Meet the public in situations requiring tact, diplomacy and discretion.

HUMAN RESOURCES & SUPPORT SERVICES

5745(C) BP

- Establish and maintain effective working relationships with those contacted in the course of work.
- Work independently with limited supervision.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities.
- Communicate clearly and concisely, both orally and in writing.
- Understand and follow oral and written instructions.
- May operate a District vehicle to travel to District sites and governmental agencies.
- Observe legal and defensive driving practices.
- Follow good health and safety principles and practices.
- Communicate clearly and concisely, both orally and in writing.
- ~~Interpret and translate oral and written materials accurately and fluently in both English and the designated second language.~~
- Lift 20 pounds.

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: Three years of increasingly responsible clerical office experience.

Training: Equivalent to the completion of the twelfth grade.

License or Certificate Possession of, or ability to obtain, an appropriate, valid driver's license.

Working Conditions

Environmental Conditions Office environment; subject to traveling from site to site; subject to frequent interruptions; exposure to computer screens; extensive use of computer and keyboard.

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

OXNARD SCHOOL DISTRICT

Board Policy Adopted: July 10, 1996; Revised: January 12, 2005

Personnel Commission Approved: June 5, 1996 and revised November 16, 2004.

FAMILY LIAISON

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

SUMMARY OF DUTIES

Under direction of an assigned program administrator, coordinates, implements, and monitors early childhood education activities and services; coordinates assistance, support, and community services for children prenatal to five years olds and their families; organizes and coordinates office activities and the flow of communications for assigned program; performs a variety of clerical functions required for successful job performance; and performs a variety of duties related to assigned area of responsibility.

Incumbents in this classification ensure the needs of parents and families of students in early childhood education programs are met by serving as a liaison and coordinating access to and delivery of services which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

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

The Outreach Specialist classification provides early identification of elementary school-age students at risk of not meeting academic and social goals or leaving school and applies appropriate interventions; monitors student attendance among high-risk students; refers families of students to community services and agencies as needed and coordinates delivery of aforementioned services; collects and analyzes data on at-risk student populations; secures outside resources and volunteers and support from private businesses and other community organizations; coordinates school programs and activities for students; and performs a variety of duties related to assigned area of responsibility.

The Family Liaison classification coordinates, implements, and monitors early childhood education activities and services; acts as a primary liaison with all collaborative partners and on behalf of families; refers the parents of prenatal to five-year-old children to community services and agencies as needed and coordinates delivery of aforementioned services; and performs a variety of duties relative to assigned area of responsibility.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from assigned program administrator.

ESSENTIAL DUTIES

- Provides overall coordination and leadership for the implementation and monitoring of assigned early childhood education program activities and services at a family resource center or other designated location;
- Supports, counsels, and educates families to build skills and confidence to assess service systems and needs of their children; works with families to assess children and family needs and formulate comprehensive care plans;
- Ensures that the program assists parents in becoming full partners in the education of their children and assists children in reaching their full potential,
- Works directly with families, teachers, school nurses, school psychologists, site administrators, and other professionals to assess children's needs for special services including Special Education services; confers, as needed, with aforementioned individuals on special issues of assigned children;
- Performs community outreach in order to establish and maintain relationships with community groups and partners; acts as primary liaison with all collaborative partners and on behalf of families to coordinate access to, and delivery of, health, mental health, public assistance, early learning, and other community services; ensures the program is implemented in cooperation with existing projects and community resources;
- Coordinates the purchase and distribution of program materials and maintains inventory as needed; ensures submission of all required fiscal and evaluation reports to appropriate sources;

Oxnard School District

Page 2 of 3

- Coordinates data collection; organizes and analyzes pertinent data; conducts annual needs assessment; coordinates program improvement and evaluation process in collaboration with assigned administrator; maintains and submits required reports;
- Assists in identifying and referring children for Special Education services, ensures that the needs of target populations and their families are addressed in the assigned program;
- Represents assigned program in a variety of contexts and to a wide range of constituencies including schools, parents, and community organizations; may attend state and regional meetings;
- Coordinates and monitors the recruitment of parent participants in assigned early childhood education program;
- Coordinates all parental involvement such as parent meetings, parent workshops and trainings, and in-services and all associated communication; develops and conducts appropriate trainings, workshops, in-services, and meetings as needed;

Other Related Duties

- For positions designated as bilingual, translates a variety of written materials from English to a designated second language and from that language into English; interprets and facilitates communication between staff and non-English speaking members of the public; attends various meetings to translate and interpret as needed;
- Performs related duties and responsibilities as required.

KNOWLEDGE, ABILITIES, AND TRAITS

Knowledge of:

- Theory, research, methodology, and effective practices of pupil services;
- Resources supporting child and youth services within the Ventura County area;
- Interviewing techniques and problem solving methodology;
- Programs and services for at-risk children;
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance;
- Principles and practices of child development and child guidance;
- General needs and behavior of children;
- Pertinent Federal, State and local laws, codes and regulations.

Ability to:

- Read, interpret and follow rules, regulations, policies and procedures;
- Relate well to children and families in a nonjudgmental and caring manner;
- Analyze facts and information and draw accurate conclusions;
- Compose correspondence, memoranda, reports, and other materials independently;
- Identify and determine basic needs of children and parents and develop a family plan.
- Relate well to community, agencies, and school personnel;
- Efficiently and effectively react to emergencies;
- Learn and adapt to new procedures and conditions;
- Demonstrate an understanding, patient and receptive attitude toward children with special needs.
- Provide information and assistance to parents, the general public, and other staff members in a helpful, courteous, and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Communicate effectively, both orally and in writing;
- Understand and follow oral and written directions;
- Work effectively within established time schedules and with minimal direction;
- Establish and maintain effective working relationships;
- Read, write and speak Spanish fluently.

Traits:

- Appreciates and respects the differences among people;
- Diligently attends to details and quality;

Oxnard School District

Page 3 of 3

- Easily adapts to situations and changes;
- Effectively manages one's own time, priorities, and resources;
- Is trustworthy and responsible for his/her actions;
- Logically grasps and thinks through issues and problems;
- Overcomes linguistic and cultural barriers;
- Remains steady under pressure;
- Stays focused and has good work ethic;
- Strives to meet customers' needs.

EMPLOYMENT STANDARDS

Education: An Associate's Degree or equivalent from an accredited college or university in education, counseling, public health, social work, sociology, psychology or other closely related field.

Experience: Two years of experience in social services, health services, child development, educational associations/groups, or other directly related field.

Special: Possession of a valid California Driver's license.

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

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

Physical Requirements: Employees in this classification stand, walk, sit, stoop/bend, reach overhead, lift and carry up to 20 lbs., use fingers repetitively, use both hands simultaneously, speak clearly, hear normal voice conversation, and see small details.

WORK ENVIRONMENT: Employees in this classification work primarily inside an office environment, with frequent interruptions, with changing priorities and short deadlines, may be required to drive an automobile to conduct work at different sites/locations, and have direct contact with young children/students, parents, and other members of the public.

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: 21.5

Approved: 7/00

Revised: 7/09, 3/17

INFANT PROGRAM ASSISTANT (B)

Definition

Under general supervision, provides translations and interpretations to/for non-English speaking parents/family members, Program Specialists and others involved in providing Infant Program services to eligible infant participants; performs assigned administrative and clerical duties in support of the Infant Program; and performs related duties as assigned.

Distinguishing Characteristics

Infant Program Assistant (B) performs responsible translation/interpretation and clerical and administrative support functions for the District's Infant Program, a program that provides support services to qualifying infants ranging in age from birth to age 3 who have one or more mental and/or physical disabilities, including hearing, speech and/or vision impairments. The incumbent is responsible for providing accurate, thorough verbal translations between non-English speaking parents/family members and Program Specialists at Individual Family Service Plans (IFSP) meetings/evaluations and other home visits. The incumbent must also provide written translation of IFSPs, including occupational therapy and speech therapy reports, as well as other assigned educational documents and materials. Assigned duties require initiative, sound judgment, a working knowledge of program services, requirements, terminology, policies and procedures and an ability to effectively and accurately translate, interpret and explain a variety of information to non-English speaking parents/family members.

Infant Program Assistant (B) is distinguished from Infant Program Specialist in that incumbents in the latter class have direct case management duties for a number of assigned participants. Work requires frequent interaction on a variety of issues that may be routine to highly sensitive and complex in scope with participants, parents/family members, therapists, external agency representatives and District management and staff.

Essential Duties and Responsibilities

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Travels to and interprets for non-English speaking parents/family members, Program Specialists, assigned therapists and others during home visits, IFSP meetings/evaluations and other assigned interactions; translates written IFSPs and educational brochures and handouts; with Program Specialist and/or designated therapist's direction and guidance, assists in providing direct assistance and support to participants; copies and mails translated, approved IFSPs to parents/family members.
2. Schedules, confirms, cancels and re-schedules Infant Program Specialist appointments; ensures efficient, effective organization and appropriate time for appointments and travel between locations; develops, generates and posts a daily planner.
3. Gathers, organizes, assembles and provides to Infant Program Specialists pertinent program forms and materials for home visits; files returned forms and materials; completes related logs.
4. Requests medical records from doctors' offices, properly documents, files and maintains information; maintains a current and complete Infant Program rolodex with participant doctors' information.

5. Organizes and maintains Infant Program Specialist's assessment bag; cleans, sanitizes and organizes educational materials, tools, toys and equipment; maintains detailed inventory of Program toys; cleans, organizes and makes ready Tiny Tot room.
6. For positions designated as bilingual, translates a variety of written materials from English to a designated second language and from that language into English; interprets and facilitates communication between staff and non-English speaking students and members of the public; communicates with non-English speaking students; attends various meetings to translate and interpret as needed.

Qualifications

Knowledge of:

- Principles and practices of sound business communication; correct English usage, including spelling, grammar and punctuation.
- Uses of word processing and other standard software to create documents and materials.
- Office administrative practices and procedures.
- District organization, functions, rules, policies and procedures applicable to assigned areas of responsibility.
- Record keeping and filing practices and procedures.

Ability to:

- Communicate clearly and effectively, orally and in writing, ~~in English and a designated second language.~~
- Organize, set priorities and exercise sound judgment within areas of responsibility.
- Interpret, apply and reach sound decisions in accordance with District, program and department policies and procedures.
- Understand and follow written and oral instructions.
- Assemble and organize a variety of program forms; organize and maintain program files.
- Use a high degree of tact, diplomacy and discretion in dealing with sensitive situations and concerned individuals.
- Establish and maintain highly effective working relationships with program participants and their parents/family members, Program Specialists, Speech Therapists, Occupational Therapists, other District staff, physicians' office staff and others encountered in the course of work.

Experience and Training Guidelines

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from high school or G.E.D. equivalent; and two years of increasingly responsible clerical or office support experience in an educational setting or a setting providing support services to infants or young children; or an equivalent combination of training and experience. ~~Language translation experience is highly desirable.~~

Licenses; Certificates; Special Requirements:

~~Assignment requires the ability to speak and write in a designated second language.~~

A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

Physical and Mental Demands

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

Physical Demands: While performing the duties of this class, employees are regularly required to sit; talk or hear, in person and by telephone; use hands repetitively to finger, handle, feel or operate computers and standard office equipment; stoop, kneel, bend crouch or crawl; and reach with hands and arms. Employees are frequently required to walk and stand; and lift up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision and the ability to adjust focus.

Mental Demands: While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and translate information and documents; analyze and solve problems; use basic math; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; and interact with parents/family members, program participants, Program Specialists, Speech Therapists, Occupational Therapists, other District staff, physicians' office staff, parents/family members, program participants and others encountered in the course of work.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a typical office or home environment, and the noise level is usually quiet.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ————— ~~5834 (A) BP~~

MIGRANT EDUCATION RECRUITER ~~(B)~~

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, identifies and recruits qualified children into the federal Migrant Education Program to provide supplemental instructional and health services to children of migrant parents; ~~translates written materials from English into the designated second language and interpret for parents, teachers and students involved in the Migrant Program;~~ performs a variety of clerical duties in support of the program; performs other related duties as assigned.

Supervision Received and Exercised

Receives supervision from the Executive Director English Learner Services

Essential Function Statements

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

Essential Functions:

1. Assists in identification, recruitment and documentation of eligible students; makes referrals as appropriate.
2. Obtain information provided by parents, guardians, and others regarding the child's eligibility for the program.
3. Determine whether children meet the eligibility recruitments of the Migrant Education Program.
4. Accurately and clearly record information that establishes eligibility on necessary forms, including the Certificate of Eligibility
5. Completes or assists parents in completing forms regarding children's eligibility.
6. Organize parent meetings.
7. Visits schools to obtain copies of children's cumulative records.
8. Maintains records; prepare documentation, such as service logs, and assist with maintaining up-to-date migrant student lists and other records; inputs data into State and Federal software systems.
9. Provides information and assistance regarding support services to migrant students and families.
10. Visits homes and work sites to interview parents/guardians to determine child eligibility for program.
11. Share information about eligibility of migrant families with other regions, preschool programs, community service programs, and other programs as appropriate.
12. Operate a personal computer and peripheral equipment, using modern software, including word processing and data input; operate a variety of modern office machines and equipment such as a typewriter, calculator.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ~~5834 (B) BP~~

13. ~~For positions designated as bilingual. Translate, both orally and in writing, a variety of written materials from English into a designated second language and from that language into English; interprets and facilitates communication between staff and non-English speaking members of the public; attends various meetings to translate and interpret as needed for the Migrant Education Program.~~
14. Perform related duties and responsibilities as required.

Qualifications

Knowledge of:

- Operations of a Migrant Education Program.
- Needs, problems and attitudes of families in low-income and multicultural communities
- Modern office procedures, methods and equipment including computers.
- Principles and procedures of record keeping.
- Pertinent Federal, State and local laws, codes and regulations.
- ~~Oral and written communications skills in a second language.~~
- English usage, spelling, grammar and punctuation.

Ability to:

- Communicate effectively with cross-section of people on professional and personal basis;
- ~~Speak, read and write a designated second language; translate a variety of communications both orally and in writing in English and the designated second language~~
- Establish and maintain effective communication with students and parents.
- Read and interpret Migrant Education Program regulations and policies.
- Maintain confidentiality in dealing with sensitive issues concerning student health and welfare.
- Work independently with minimal direction.
- Operate a personal computer and peripheral equipment, using modern software; operate a variety of modern office machines and equipment such as a typewriter, calculator, FAX and copier.
- 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.
- Work cooperatively with others.
- Maintain records.
- Lift 25 pounds.

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: Two years of increasingly responsible general clerical or telemarketing and translating experience.

Training: Equivalent to the completion of the twelfth grade.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ————— ~~5834 (C) BP~~

Working Conditions

Environmental Conditions: School, office and home environment; subject to driving personal vehicle to make home visits and attend meetings; heavy student and public contact.

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

OXNARD SCHOOL DISTRICT
Board Policy Adopted: February 3, 2010

Personnel Commission Approved: December 10, 2009

HUMAN RESOURCES & SUPPORT SERVICES ————— 5828 (A) BP

Preschool Assistant-(B)

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.

GENERAL PURPOSE

Under supervision, participates in daily pre-kindergarten classroom and activity set-up, preparation and clean-up; assists in supervising and monitoring children's activities; interacts with children and encourages positive learning in assigned areas; assists in maintaining a clean and safe learning environment; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Preschool Assistants-(B) provide assistance and support to an assigned Preschool Teacher in a pre-kindergarten classroom. Preschool Assistant-(B) is distinguished from Preschool Teacher-(B) in that incumbents in the latter class are responsible for supervising overall classroom activities and coordinating and implementing developmentally appropriate curriculum to meet District and state requirements.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Assists in supervising and monitoring children's activities; with teacher's direction, guidance and supervision, works and interacts with individual or small groups of children in classroom on assigned learning activities or projects to encourage positive learning; supervises children's playground activities; accompanies classes on field trips.
2. Participates in daily classroom and activity set-up, preparation and clean-up; assists in preparation, set up and clean up of learning centers; organizes, distributes and collects supplies and materials; prepares reading books for children to take home; sets up and puts away equipment and toys and/or monitors parent volunteers and children to ensure that classroom toys, materials and equipment are put away and appropriately organized; prepares, duplicates and/or laminates a variety of materials.
3. Prepares, sets out and cleans up after snacks and/or oversees parent volunteers' preparation of snacks; maintains proper organization of kitchen.
4. Assists in maintaining a clean and safe learning environment; checks the classroom and playground to ensure cleanliness and safety; supervises children to prevent injuries; cleans and washes toys, equipment, supplies and materials, as required.
5. For positions designated as bilingual, translates a variety of written materials from English to a designated second language and from that language into English; interprets and facilitates communication between staff and non-English speaking students and members of the public; communicates with non-English speaking students; attends various meetings to translate and interpret as needed.

OTHER DUTIES

Attends staff meetings, workshops, training seminars, conferences and other meetings, as assigned.

QUALIFICATIONS

Knowledge of:

1. Basic practices and methods of instruction, care and supervision of young children.
2. Basic concepts of child development and behavior patterns of preschool-aged children.

3. Procedures and practices of classroom and playground safety.
4. District policies, procedures and practices and applicable State requirements related to areas of responsibility.
5. Correct English usage, including spelling, grammar and punctuation.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ~~5828 (B) BP~~

Ability to:

1. Assist in creating and maintaining a safe learning environment.
2. Encourage learning in pre-kindergarten and/or preschool-aged children.
3. Continuously observe and monitor classroom and playground behaviors while working with individual or small groups of children.
- ~~4. Communicate clearly and effectively orally and in writing, in English and a designated second language.~~
- ~~5.4~~ Understand and follow written and oral instructions.
- ~~6.5~~ Use tact, discretion, courtesy and patience in dealing with sensitive and difficult individuals and situations.
- ~~7.6~~ Establish and maintain effective working relationships with District administrators, staff, teachers, parents, children and others encountered in the course of work.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from high school or a GED equivalent; and one year of experience working with children in an organized setting; and completion of six post-secondary semester units or equivalent quarter units in early childhood education or child development from an accredited or approved college or university, which includes courses in child or human growth and development, child and family or child, family and community program curriculum; or an equivalent combination of training and experience.

Licenses or Certificates:

Possession of, or ability to obtain, a CPR and first aid certificate.

~~**Special Requirements:**~~

~~Work requires the ability to speak and write proficiently in a designated second language.~~

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; uses hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl and lift up to 10 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use oral communication skills; analyze and solve problems; observe and interpret people and situations; work with constant interruptions on

multiple, concurrent tasks and interact with teachers, parents, children and others encountered in the course of work.

~~HUMAN RESOURCES & SUPPORT SERVICES 5828 (C) BP~~

WORK ENVIRONMENT

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

The employee works in a classroom setting, and the noise level is occasionally moderately loud.

OXNARD SCHOOL DISTRICT

Board Policy Adopted: August 18, 1999; Revised: February 19, 2003; September 3, 2008

Personnel Commission Approved: July 20, 1998; Revised: June 13, 2002; Reenacted June 12, 2008.

Note: Requirements effective as of August 1, 2008.

~~HUMAN RESOURCES & SUPPORT SERVICES~~

~~5792(A) BP~~

~~PRESCHOOL TEACHER (B)~~

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

Definition

To plan implement supervise and participate in instructional activities for preschool children to promote the development of cognitive social emotional and motor skills; to assist in providing parent education and promoting parent involvement; if designated as bilingual, to utilize bilingual skills to facilitate classroom instruction; and to perform a variety of duties relative to assigned area of responsibility.

Supervision Received and Exercised

- Receives supervision from the Administrator, Information and Support Services, the site administrator and/or Learning Director.
- Exercises technical and work direction over the instructional assistant.

Essential and Marginal Function Statements

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

Essential Functions:

1. Plan and implement instructional activities including a variety of themes and subjects such as math development, language development, diversity, gross and fine motor skill development, self-help skill development, science, art, music, health and hygiene, social studies and self-esteem; gather and prepare materials for lessons and activities.
2. Establish, implement and reinforce classroom rules; supervise classroom activities and monitor and maintain discipline; coordinate with children, instructional assistants, parent volunteers and parents to resolve discipline problems as appropriate.
3. Review and coordinate lesson plans and activities with instructional assistants and parent volunteers; provide work direction and oversee the activities of instructional assistants and parent volunteers.
4. Establish and implement procedures for limiting the spread of infectious disease; disaster preparedness measures and emergency procedures; train parents, children and support staff in use of these procedures.
5. Coordinate communication with parents by phone, correspondence and meetings as appropriate; answer questions and provide information to parents concerning child's progress or problems, classroom activities and other related matters; prepare and conduct formal and informal parent/teacher conferences.
6. Serve as community liaison to coordinate communication and activities with various District departments and personnel, parents, governmental and private agencies and community; maintain a variety of records, lists, forms and files related to children, parents and class activities.
7. Plan and schedule field trips, speakers and other special activities and projects; plan, attend and conduct parent education meetings; prepare in-service monthly reports.
8. Compile information and prepare routine reports, such as attendance reports or skills assessment reports as required.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ~~5792(B) BP~~

9. Operate a variety of office and instructional equipment as required.
10. For positions designated as bilingual, translate a variety of written material from English to a designated second language and from that language into English; ~~interprets and facilitates translate conversations or provide interpretive services~~ communication between staff and for non-English speaking students and members of the public; individuals and others communicates with non-English speaking students; attends various meetings to translate and interpret as needed.
11. Provide assistance in other preschool classes as assigned.
12. Perform other related duties and responsibility as assigned.

Qualifications

Knowledge of:

- Operational characteristics, services and activities of a preschool program.
- Knowledge of children's nutritional needs, food safety, hygiene, and safe storage procedures.
- Methods and techniques of lesson planning for children of various ages.
- Principles and theories of early childhood education and development.
- Symptoms of common childhood illnesses and child abuse.
- Methods of limiting the spread of infectious diseases.
- Materials and equipment used in child care programs.
- Nutrition and health needs, shopping for food supplies, and light cooking of meals for children.
- For positions designated bilingual, English and designated second language usage, spelling, grammar, and punctuation.
- Principles and practices of supervision and training.
- Principles and procedures of record keeping.
- Pertinent Federal, State and local laws, codes and regulations.

Ability to:

- Perform authentic assessment of children's skills and developmental levels.
- Plan, implement, supervise and participate in instructional activities for preschool children to promote the development of cognitive, social and emotional skills.
- Plan and conduct lessons involving a variety of themes and subjects, such as pre-math and language development.
- Ensure proper health, welfare and safety of children.
- Address and resolve behavioral and disciplinary problems in an appropriate manner.
- Create an appropriate budget and use available funding in a fiscally responsible manner
- ~~For positions designated bilingual, translate oral and written materials accurately and fluently in both English and the designated second language.~~
- Communicate clearly and concisely both orally and in writing. ~~in both English and a designated second language.~~
- Operate a variety of office and instructional equipment including computers and supporting software programs.
- Coordinate assigned preschool programs according to established rules and regulations.
- Work independently with minimal direction.
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner.
- Maintain confidentiality of privileged information obtained in the course of work.
- Communicate clearly and 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.

- Train, assign and review work direction of others.
- Lift up to 50 pounds.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ~~5792(C) BP~~

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: One year of responsible experience teaching in a licensed facility.

Training: Possession of or the ability to obtain an Associate Teacher Child Development Permit; equivalent to a two year degree from an accredited community college or university with 12 units in early childhood education.

License or Certificate

- Possession of, or ability to obtain, a valid Associate Teacher Child Development Permit.
- Possession of, or ability to obtain, a CPR and first aid certificate.

Working Conditions

Environmental Conditions: Preschool classroom environment; indoor and outdoor environment extensive contact with students.

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

OXNARD SCHOOL DISTRICT

Board Policy Adopted: April 29, 1992; Revised: March 24, 1993; Reclassification Study: June 25, 1998

Personnel Commission Approved: April 2, 1992; Revised March 4, 1993; Reclassification Study: February 26, 1998

~~HUMAN RESOURCES & SUPPORT SERVICES~~

~~5804.1(A) BP~~

TESTING AND ASSESSMENT ANALYST

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 administrative direction, coordinates the District's administration of the student testing program; requests appropriate data for reports and acts as a resource person in the area of administering student testing; coordinates the District's student placement procedures.

Supervision Received and Exercised

Receives general supervision from the Administrator, Information and Support Services.

Essential and Marginal Function Statements

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

1. Oversees test distribution, inventory, ordering and test control procedures.
2. Prepares and distributes information on District student testing procedures, state student testing requirements, and quality control procedures.
3. Develops, documents and implements procedures for processing test booklets, tests and capturing student demographic information.
4. Provides information to District personnel, educational agencies and the public concerning District and State student testing procedures and programs.
5. Provides information regarding procedural requirements of the District student testing program.
6. Prepares test data for processing by outside testing contractors.
7. Assists in preparation and presentation at inservice meetings on test administration.
8. Independently prepares complex reports and supervises other personnel involved in administering the student testing program.
9. Process and disseminate information regarding inter- and intra-district transfers; advise and assist parents in preparing paperwork; serve as district liaison with other school districts to place students; maintain of inter-district transfer database and prepare state reports; arrange student transportation.
10. Operate a computer and peripheral equipment, using modern software, including work processing and data input, as necessary, to process the District testing program and other testing programs as directed; operate a variety of modern office machines and equipment such as a typewriter, calculator, FAX and copier.
11. Monitor and/or process school overflows; find available space; advise parents regarding overflow policy and procedure; arrange student transportation.

12. For positions designated as bilingual, translate a variety of written materials from English to a designated second language and from that language into English; interpret and facilitate communication between staff and non-English speaking parents/members of the public; attends various meetings to translate and interpret as needed.

HUMAN RESOURCES & SUPPORT SERVICES ————— 5804.1(B) BP

13. Perform related duties and responsibilities as required.

Qualifications:

Knowledge of:

- District student testing procedures and State student testing requirements.
- Procedures for administering individual and group tests
- Statistical analysis techniques
- Principles and techniques for training staff.
- Methods and techniques of student placement.
- Operation of computer systems and data processing techniques.
- Modern office procedures, methods or materials and equipment
- Pertinent Federal, State and local laws, codes, and regulations.

Ability to:

- Coordinate the administering of tests and supervise others involved in the administering of students tests.
- Work simultaneously on complex systems using computer coding.
- Compile and maintain records and files; operate a computer terminal.
- Meet the public tactfully and courteously; establish and maintain cooperative, effective working relationships with those contacted in the course of work.
- Work as a resource person to other District personnel concerned with the administering of student tests;
- Maintain inter-district transfer database and prepare state reports;
- Provide information and assistance to parents, the general public and staff members in a helpful, courteous and timely manner.
- Arrange student transportation;
- Learn, interpret, apply and explain rules, regulations, policies and procedures;
- Operate a personal computer and peripheral equipment, using modern software; operate a variety of modern office machines and equipment such as typewriter, calculator, FAX and copier;
- Operate a keyboard at a net speed of 45 words per minute;
- For positions designated as bilingual, read, converse and translate oral and written materials accurately and fluently in both English and the second language;
- Maintain confidentiality of privileged information obtained in the course of work;
- Lift 20 pounds.

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: Three (3) years of increasingly responsible general clerical experience.

Training Equivalent to completion of the twelfth grade supplemented by college level course work in business administration or a related field.

Working Conditions:

Environmental Conditions: Office environment, subject to frequent interruptions; exposure to computer screens; extensive use of computer and keyboard.

~~HUMAN RESOURCES & SUPPORT SERVICES~~ ~~5804.1(C) BP~~

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

OXNARD SCHOOL DISTRICT

Board Policy Adopted: March 10, 2004

Personnel Commission Approved: December 11, 2003

OXNARD SCHOOL DISTRICT

Recruitment Type: Senior Management

Director's Certification:



PERSONNEL COMMISSION

Eligibility List No. 16-17:39

Established: May 3, 2017

Executive Assistant to the Superintendent

Rank	Name	Expiration Date
N/A	Alvara, Lydia J	5/3/2018
N/A	Chaparro, Rose	5/3/2018
N/A	Gomez, Eva C	5/3/2018
N/A	Hart, Natasha D	5/3/2018
N/A	Murawski, Matthew G	5/3/2018
N/A	Quiroz, Patricia F	5/3/2018
N/A	Ryan, Mary Joanne	5/3/2018
N/A	Sheldon, Maureen R	5/3/2018

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

CLASSIFIED PERSONNEL ACTIONS

New Hire

Barajas, Sabrina	Paraeducator II, Position #7239 Special Education 5.75 hrs./183 days	03/15/2017
Garcia Herrera, Lucrecia M.	Child Nutrition Worker, Position #2617 Child Nutrition 4.5 hrs./185 days	03/06/2017
Gutierrez, Sami	Intermediate School Secretary (B), Position #6244 Lemonwood 8.0 hrs./192 days	03/06/2017
Macias, Dayana	Paraeducator II (B), Position #7236 Special Education 5.75 hrs./183 days	03/22/2017
Menchaca, Nancy	Paraeducator II (B), Position #6734 Special Education 5.75 hrs./183 days	03/13/2017
Orejel, Luz	Paraeducator I (B), Position #7830 McKinna 5.0 hrs./183 days	03/27/2017
Ponder, Sean	Paraeducator III, Position #8038 Special Education 5.75 hrs./183 days	03/14/2017
Quezada, Alicia	Paraeducator I (B), Position #7226 McKinna 5.0 hrs./183 days	03/13/2017

Limited Term

Cobian Rosales, Cynthia	Paraeducator	03/17/2017
Lee, Claudia	Paraeducator	03/28/2017
Lopez Osornio, Diego	Paraeducator	03/20/2017
Miramontes, Eva	Child Nutrition Worker	02/27/2017
Moraga, Yvonne	Child Nutrition Worker	03/27/2017
Nares Cortez, Yuritzi	Paraeducator	03/21/2017
Raya Lopez, Melissa	Clerical	02/28/2017
Reyes, Melissa	Clerical	03/29/2016
Rivas Saucedo, Norberto	Custodian	02/15/2017
Robles, Gisel	Paraeducator	03/09/2017
Rodriguez, Joanna	Paraeducator	03/20/2017
Ryzow, Alexandra	Paraeducator	03/16/2017
Soria, Roxanne	Paraeducator	03/29/2017
Thai, Dinh	Paraeducator	03/16/2017
Wellwood, Caitlin	Paraeducator	03/20/2017

Exempt

Burciaga, Heracio	Campus Assistant	03/20/2017
Cortez, Angela	Campus Assistant	03/08/2017
Davalos, Lateafa	Campus Assistant	03/09/2017
Flores, Bianka	Campus Assistant	03/20/2017
Gutierrez, Jose	Campus Assistant	02/16/2017
Hernandez, Victor	Campus Assistant	03/17/2017
Higuera, Saul	Campus Assistant	03/17/2017
Lira, Gabriel	Campus Assistant	03/20/2017
Lopez, Gabriel	Campus Assistant	03/21/2017
Lopez, Leticia	Campus Assistant	03/17/2017
Peña, Luis	Campus Assistant	03/17/2017
Perez, Ismael	Campus Assistant	02/10/2017
Reyes, Raymond	Campus Assistant	03/21/2017
Salazar, Erika	Campus Assistant	03/03/2017
Soria, Roxanne	Campus Assistant	03/17/2017

Promotion

Garcia, Sergio	Lead Custodian, Position #2397 Soria 8.0 hrs./246 days Custodian, Position #1220 Brekke 8.0 hrs./246 days	03/20/2017
Vivanco, Regina	Paraeducator II (B), Position #7927 Special Education 5.75 hrs./183 days Paraeducator I (B), Position #7189 Ritchen 4.10 hrs./183 days	03/20/2017

Transfer

Galvan, Yanixsa	Preschool Assistant (B), Position #443 McKinna 3.0 hrs./183 days Preschool Assistant (B), Position #2665 San Miguel 3.0 hrs./183 days	04/17/2017
Salinas II, Marco	Bus Driver, Position #1439 Transportation 8.0 hrs./183 days Bus Driver, Position #1453 Transportation 6.0 hrs./183 days	04/17/2017

Leave of Absence

Alegre, Loida	Instructional Assistant Physically Handicapped, Position #764 Special Education 5.5 hrs./183 days	02/22/2017-06/17/2017
Bruce, Elizabeth	Paraeducator III (B), Position #2142 Special Education 5.75 hrs./183 days	03/10/2017-06/15/2017
Rodriguez, Marcela	Child Nutrition Worker, Position #2848 Child Nutrition Services 5.5 hrs./185 days	02/06/17-04/14/2017

Resignation

Kerissa, Hoda	Paraeducator I (B), Position #7267 McAuliffe 2.0 hrs./183 days	03/20/2017
---------------	---	------------

Retirement

Carabajal, Sylvia	Executive Assistant-Superintendent, Position #1856 Superintendent's Office 8.0 hrs./246 days	06/30/2017
Moreno, Maribel	Bus Driver, Position #1439 Transportation 8.0 hrs./183 days	03/24/2017

Termination

9456	Paraeducator II, Position #2260 Special Education 5.75 hrs./183 days	03/07/2017
------	---	------------

CLASSIFIED PERSONNEL ACTIONS

New Hire

Arroyo, Maribel	Preschool Assistant (B), Position #2666 San Miguel 3.0 hrs./183 days	04/24/2017
Lindgren, Meggin	Speech Language Pathology Assistant, Position #7978 Special Education 8.0 hrs./183 days	04/17/2017

Limited Term

Baeza, Victoria	Paraeducator	04/17/2017
Bello, Nannette	Clerical	04/10/2017
Garza, Teresa	Child Nutrition Worker	04/10/2017
Goldberg, Sandra	Paraeducator	04/17/2017
Juarez, Eleanor	Child Nutrition Worker	04/20/2017
Lemos, Marissa	Child Nutrition Worker	04/10/2017
Lemus Fonseca, Rocio	Child Nutrition Worker	04/11/2017
McGregor, Sarah	Paraeducator	04/17/2017
Pina, Daniella	Paraeducator	04/17/2017
Sanchez Oviedo, Maria	Child Nutrition Worker	04/20/2017
Spino, Alena	Paraeducator	04/17/2017
Suarez, Abigail	Paraeducator	04/17/2017
Wells, Maria	Child Nutrition Worker	04/11/2017

Promotion

Marquez, Juana	Accounting Specialist IV, Position #1747 Budget 8.0 hrs./246 days Accounting Specialist III, Position #5565 Budget 8.0 hrs./246 days	04/25/2017
----------------	---	------------

Transfer

Camarena, Rosy	Office Assistant II (B), Position #2156 Harrington 7.0 hrs./203 days Office Assistant II (B), Position #2185 Sierra Linda 8.0 hrs./203 days	05/08/2017
Glass, Joshua	Custodian, Position #1220 Brekke 8.0 hrs./246 days Custodian, Position #6449 Lemonwood 4.0 hrs./246 days	05/01/2017

Return from Leave of Absence

Rodriguez, Marcela	Child Nutrition Worker, Position #2848 Child Nutrition Services 5.5 hrs./185 days	04/17/2017
--------------------	--	------------

Medical Release

2219	Child Nutrition Worker, Position #2219 Frank 5.0 hrs./185 days	04/21/2017
------	---	------------

Retirement

Arthur, Mary Ellen	Library Media Technician, Position #2524 Ritchen 5.0 hrs./190 days	04/28/2017
--------------------	---	------------