

**Santa Paula Unified School District**  
**PERSONNEL COMMISSION AGENDA**

**SPECIAL PERSONNEL COMMISSION MEETING**  
**SANTA PAULA UNIFIED SCHOOL DISTRICT**  
**BOARDROOM**  
**201 S. Steckel Drive**  
**Santa Paula, CA 93060**  
**Tuesday, April 1, 2025 - 4:00 P.M.**

Anyone wishing to submit written material regarding an item on this agenda must submit it in time to be included with the agenda packet. Anyone wishing to speak regarding an item on this agenda must complete a yellow slip identifying the item and hand it to one of the staff members prior to the start of the meeting.

**A. ROLL CALL**

*A roll call of the Personnel Commission will be conducted.*

**B. APPROVAL OF ORDER OF AGENDA ITEMS**

**C. PUBLIC COMMENTS**

Public comment from the audience during a special meeting are limited to those items appearing on the agenda only.

**D. NEW BUSINESS – ACTION OR INFORMATION**

- |                                                                                        |               |
|----------------------------------------------------------------------------------------|---------------|
| 1. Establishment of New Class – Community Schools Outreach Coordinator-Bilingual       | <b>Action</b> |
| a. Approval of job specification and salary allocation                                 |               |
| 2. Establishment of New Class – Parent Liaison-Bilingual                               | <b>Action</b> |
| a. Approval of job specification and salary allocation                                 |               |
| 3. Establishment of New Class – Preschool Coordinator                                  | <b>Action</b> |
| a. Approval of job specification and salary allocation                                 |               |
| 4. Establishment of New Class – Board Certified Behavior Analyst                       | <b>Action</b> |
| a. Approval of job specification and salary allocation                                 |               |
| 5. Revision to job specification - Instructional Assistant-Severely Disabled           | <b>Action</b> |
| 6. Revision to job specification - Instructional Assistant-Severely Disabled Bilingual | <b>Action</b> |
| 7. Revision to job specification - Campus Supervision Assistant                        | <b>Action</b> |

**E. ADJOURNMENT**

**CLASS TITLE: COMMUNITY SCHOOLS OUTREACH COORDINATOR - BILINGUAL**

**BASIC FUNCTION:**

Under the direction of the Assistant Superintendent of English Language Services and Community Engagement or designee, the Community Schools Outreach Coordinator develops, coordinates, and implements programs and services that support student success by fostering strong partnerships between schools, families, and community organizations. This position serves as a liaison between the district, school sites, community agencies, and families to improve student attendance, academic performance, and well-being through wraparound services and community school initiatives.

**REPRESENTATIVE DUTIES:**

ESSENTIAL DUTIES:

Develop and coordinate family and community engagement initiatives that foster collaborative partnerships with students, families, school staff, and community stakeholders to support student success and well-being.

Identify students and families in need of support and connect them with school and community-based services, including physical health, mental health, and social services.

Facilitate communication between families, school staff, and community organizations to support student attendance, behavior, and academic success.

Develop, plan, organize, and implement workshops, events, and trainings for families on topics such as student achievement, social-emotional well-being, and available resources.

Conduct home visits and outreach efforts to build relationships with families and encourage their participation in school activities.

Develop and maintain partnerships with local organizations, agencies, and service providers to enhance available student and family resources.

Assist with the coordination and implementation of multi-tiered systems of support (MTSS) and intervention services.

Gather, maintain, and analyze data related to student participation, attendance, and program effectiveness; prepare reports as required.

Collaborate with school staff to address barriers to student success by developing individualized intervention strategies.

Translate and interpret for families as needed, including during meetings and school events.

Assist in the preparation and distribution of outreach materials, correspondence, and informational resources for students and families.

**OTHER DUTIES:**

Attend and participate in trainings, meetings, professional development, home visits, and community events related to community schools and family engagement.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Principles and practices of community schools, wraparound services, and family engagement.

Social, economic, and cultural factors affecting students and families.

Local community resources and public agencies providing educational, health, and social services.

Strategies for improving student attendance and academic achievement.

Laws and regulations related to student services, attendance, and family engagement.

Record-keeping and report preparation techniques.

Modern office practices and equipment, including computers and assigned software.

Modern office practices, procedures and equipment.

Proper English and designated second language usage, grammar, spelling, punctuation, and vocabulary.

**ABILITY TO:**

Develop and maintain relationships with students, families, school staff, and community agencies.

Assess student and family needs and connect them to appropriate services.

Plan and implement events, workshops, and programs.

Communicate effectively both orally and in writing, in English and a designated second language.

Maintain confidentiality and use discretion when handling sensitive student information.

Collect, analyze, and report data related to student support services.

Work independently and exercise sound judgment in decision-making.

Organize and prioritize work to meet deadlines and program objectives.

Operate a computer and use assigned software effectively.

Travel to various locations to conduct home visits and attend community meetings.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to sufficient experience, training, and/or education to demonstrate the knowledge and abilities listed above. Typically, this would be gained through a bachelor's degree with coursework in liberal arts, sociology, psychology, or a related field and two years of experience in social services or working with at-risk students.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.

Incumbents in this classification are required to read, write and speak in a designated second language.

**WORKING CONDITIONS:**

**March 2025**

**ENVIRONMENT:**

Office, school, and community environments.

Driving a vehicle to conduct work.

Evening or variable hours as needed for family and community events.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information.

Seeing to read a variety of materials.

**SANTA PAULA UNIFIED SCHOOL DISTRICT**

**CLASS TITLE: PARENT LIAISON - BILINGUAL**

**BASIC FUNCTION:**

Under the direction of Assistant Superintendent of English Language Services and Community Engagement or designee, the Parent Liaison - Bilingual supports districtwide efforts to strengthen relationships between families and schools. This position works collaboratively with Community Schools Outreach Coordinators, site staff, and community partners to inform, connect, and empower families, with an emphasis on outreach and bilingual communication across school sites.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

Conduct direct outreach to families through phone calls, home visits, and in-person contact to build relationships and encourage school involvement.

Assist families in understanding school expectations, procedures, and available support, and help them access those services.

Provide oral interpretation and written translation for school meetings, events, and district communication.

Help plan and support parent education workshops, informational sessions, and school-based activities to promote family participation.

Serve as a point of contact for families with questions or concerns, referring them to appropriate staff or services as needed.

Distribute culturally and linguistically appropriate materials to families regarding student services, programs, and events.

Promote parent involvement in school and district events, including volunteer opportunities.

Maintain records of family contacts and participation in engagement activities.

**OTHER DUTIES:**

Support school sites and staff in fostering welcoming environments for all families.

Attend school and community events to strengthen school-family partnerships.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

**March 2025**

Effective strategies for engaging families in diverse school communities.  
Cultural and linguistic needs of families in the district.  
Basic structure of school programs and support services.  
Methods of communication, conflict resolution, and active listening.  
Community resources available to students and families.  
Record-keeping and general office procedures.  
Use of computers and software including Google Workspace and communication platforms.

**ABILITY TO:**

Build trusting relationships with families, particularly those who are underrepresented or face barriers to engagement.  
Communicate clearly and effectively in English and a designated second language, both orally and in writing.  
Provide accurate interpretation and translation during meetings and in correspondence.  
Respond with sensitivity to family concerns and needs.  
Organize and support school and parent events with attention to detail.  
Travel to school sites and family homes as needed.  
Maintain confidentiality and professionalism in all interactions.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to sufficient experience, training, and/or education to demonstrate the knowledge and abilities listed above. Typically, this would be gained through a high school diploma or equivalent and at least two years of experience supporting family or community engagement in an educational or public service setting. Experience in a school district is preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.  
Incumbents in this classification are required to read, write and speak in a designated second language.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office, school, and community environments.  
Driving a vehicle to conduct work.  
Some evening and weekend work required for events and meetings.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.  
Sitting or standing for extended periods of time.  
Hearing and speaking to exchange information.  
Seeing to read a variety of materials.

**CLASS TITLE: PRESCHOOL COORDINATOR**

**BASIC FUNCTION:**

Under the direction of Director of Elementary Education or designee, the Preschool Coordinator supports the planning, coordination, and implementation of the District's preschool programs and services. The position assists in aligning curriculum and instructional practices to early learning standards, provides logistical and technical support to staff, and fosters engagement with families and community agencies. The Preschool Coordinator ensures that services comply with applicable regulations and promotes developmentally appropriate practices that support school readiness and inclusive early learning environments.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

Assist with the coordination of preschool operations and services in accordance with applicable federal, state, and local regulations and early childhood program requirements.

Support preschool classroom staff with implementing developmentally appropriate curriculum aligned to recognized early learning standards and best practices in early childhood education.

Coordinate program logistics, such as schedules, materials, and staff communication to ensure effective daily operations.

Assist in collecting and analyzing student assessment data to support instructional planning and program improvement.

Prepare, organize, and submit required reports and documentation for compliance with grant and program requirements.

Serve as a liaison among program staff, families, and school sites to coordinate services and promote family engagement.

Maintain accurate records related to student enrollment, attendance, and program compliance.

Collaborate with internal departments (e.g., Special Education, Student Services) and external agencies to facilitate referrals and services.

**OTHER DUTIES:**

Assist with outreach efforts to connect families to preschool programs and available community resources.

Support professional development activities by assisting with training logistics, materials, and follow-up communications.

Assist in coordinating services and supports for preschool students with IEPs in collaboration

with special education staff.

Participate in meetings and trainings related to early childhood education and Universal Pre-K implementation.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Principles of child development and early childhood education.

California Preschool Learning Foundations and Curriculum Framework.

Applicable federal, state, and local regulations and requirements related to early childhood education programs.

Record-keeping and reporting practices.

Effective oral and written communication techniques.

Community resources and services for children and families.

Basic data analysis and reporting methods.

**ABILITY TO:**

Support the implementation of preschool program goals and objectives.

Coordinate tasks and maintain documentation for compliance purposes.

Communicate effectively with diverse stakeholders.

Prioritize assignments and meet deadlines.

Work independently and as part of a team.

Operate a computer and assigned software.

Travel to multiple school sites and community meetings.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to sufficient experience, training, and/or education to demonstrate the knowledge and abilities listed above. Typically, this would be gained through a bachelor's degree in early childhood education, child development, or a related field and two years of experience working in a preschool or early childhood education program, preferably within a public school or community-based setting.

**LICENSES AND OTHER REQUIREMENTS:**

Possession of or eligibility for a California Child Development Site Supervisor Permit (or higher) preferred.

Valid California driver's license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office, classroom, and outdoor preschool environments.

Driving a vehicle to conduct work.

Occasional evening or weekend hours for family events or outreach.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.

Sitting or standing for extended periods.

Hearing and speaking to exchange information.

Seeing to read reports and materials.

Light lifting and physical interaction with preschool materials and environments.

**SANTA PAULA UNIFIED SCHOOL DISTRICT****CLASS TITLE: BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)****BASIC FUNCTION:**

Under the direction of the Director of Special Education or designee, participates in the development and implementation of behavior intervention plans; provides training to staff regarding the use of behavioral intervention techniques; evaluates student progress through data collection techniques; and modifies behavioral plans and programs to achieve optimal behavioral outcomes that facilitate student learning.

**REPRESENTATIVE DUTIES:****ESSENTIAL DUTIES:**

Evaluate students referred from school sites and assess behavioral functioning utilizing information from evaluations, assessments, individual history, and direct clinical observations. Identify and recommend appropriate behavior intervention strategies.

Collaborate with teachers, administrators, and other District staff to develop effective behavior intervention plans and behavior contracts for individual students; ensure plans reward desired behaviors and completion of tasks with tangible reinforcement.

Conduct follow-up observations of student interactions and learning environments; assist classroom teachers in assessing the effectiveness of behavior support systems to promote student success; provide feedback to teachers and administrators.

Prepare and maintain detailed case records, notes, and reports related to assigned students and activities.

Provide training to staff on the use of non-violent crisis intervention and behavior intervention techniques; assist in the development of training materials and arrange equipment for trainings.

Participate in the Individualized Education Program (IEP) process; attend IEP meetings as requested; provide recommendations and develop IEP goals related to behavior issues.

Assist in the development of District policies regarding behavior intervention plans, physical restraint procedures, and related forms and reports.

Confer with parents and conduct parent education trainings related to behavioral and discipline issues.

**OTHER DUTIES:**

Serve on Student Study Teams or other intervention teams as requested by school site personnel and conduct behavioral assessments.

Attend a variety of meetings, workshops, and trainings to maintain current knowledge of developments in the field of behavioral intervention.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Non-violent crisis intervention techniques and principles.

Behavior intervention strategies and techniques.

Basic Applied Behavior Analysis (ABA) techniques and services, including discrete trial teaching techniques.

Classroom procedures and appropriate student conduct.

Child guidance and adolescent development principles and practices.

Applicable laws, codes, policies, and regulations related to assigned activities.

**ABILITY TO:**

Apply ABA principles and techniques in developing strategies for classroom behavior management, social skills development, and data collection.

Collaborate with school staff, parents, and external professionals to create and monitor behavior support systems.

Communicate clearly and effectively, both orally and in writing.

Prepare clear and accurate reports, documentation, and behavior plans.

Speak and interpret English.

Exercise sound judgment when dealing with sensitive or confidential situations.

Establish and maintain cooperative relationships with students, staff, parents, and community members.

**EDUCATION AND EXPERIENCE:**

Bachelor's degree in Psychology, Behavior Analysis, Education, or a related Human Services field, supplemented by professional training in non-violent crisis prevention and behavioral techniques.

**LICENSES AND OTHER REQUIREMENTS:**

Board Certified Behavior Analyst (BCBA) certification is required.

Some incumbents in this class may be required to possess a valid California driver's license to make home visits.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor classroom or office setting; may work in outdoor settings as needed.

Driving to various district sites.

**PHYSICAL DEMANDS:**

Standing, walking, bending, or kneeling during behavioral observations and interventions.

Dexterity of hands and fingers to operate office equipment and implement interventions.

Hearing and speaking to exchange information and provide training.

Seeing to read materials and observe student behavior.

## SANTA PAULA UNIFIED SCHOOL DISTRICT

CLASS TITLE: INSTRUCTIONAL ASSISTANT-~~SEVERELY DISABLED~~-**EXTENSIVE SUPPORT NEEDS**

### BASIC FUNCTION:

Under the direction of a ~~Principal~~ **site administration** or designee, assist in providing instruction to individual or small groups of ~~severe learning, emotionally, mentally and physically disabled~~ students **with extensive support needs** in a variety of special education programs in a classroom or other learning environment; assist in the preparation of instructional materials and implementation of lesson plans and individualized education plans (IEPs); monitor and report student progress regarding behavior and performance

### DISTINGUISHING CHARACTERISTICS:

~~An Instructional Assistant Special Education Severely provides instruction to individual or small groups of severe learning, emotionally, mentally and physically disabled students in a variety of special education programs; monitor and report student progress regarding behavior and performance.~~

**Instructional Assistants Extensive Support Needs provide direct instructional and behavioral support to students with significant learning and support needs, emphasizing individualized strategies, behavior intervention, and functional skill development within educational settings.**

~~An Instructional Assistant Specialized Health Needs assists the teacher in performing instructional assistant medical procedures necessary in providing specialized physical health care services to pupils with exceptional needs and performs assigned tasks to facilitate learning. An incumbent under the technical direction of the District School Nurse works cooperatively with others in providing specialized health care services and performing standardized procedures as prescribed by the student's physician and requested by the student's parents/guardians.~~

**Instructional Assistants – Specialized Health Needs support instruction while also providing health-related services and performing routine medical procedures under medical supervision—a key responsibility that sets this role apart.**

### REPRESENTATIVE DUTIES:

#### ESSENTIAL DUTIES:

Assist a certificated teacher in providing and reinforcing instruction to individual or small groups of students with ~~severe learning, emotional, mental and physical disabilities~~ **extensive support needs** in a classroom or other learning environment.

Monitor and oversee student drills, practices and assignments in various subjects; assist with the implementation of IEPs.

## Instructional Assistant Extensive Support Needs

Monitor student health conditions and provide first aid and CPR as needed; assist with administering medications according to prescribed physician's instructions and written parent/guardian consent; respond to seizures, respiratory problems and other medical emergencies.

Assess and notify parents/guardians and/or appropriate staff of student health conditions and progress. Prepare related paperwork as appropriate.

Observe, monitor, manage, and redirect behavior of students within approved procedures and assist with appropriate discipline in accordance with grade level and student's ability to understand discipline.

Utilize approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including but not limited to spitting, pinching, biting, hair-pulling, kicking and hitting; assist with reporting student performance and behavior progress. (Part of duty above).

Assist students in completing classroom assignments, homework and projects.

Ensure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance; ~~confer with the teacher concerning lesson and individualized education plans and materials to meet student needs.~~

Assist in assembling and preparing lessons, instructional materials and homework for individual students as directed by the teacher; maintain daily records of achievement and attendance.

Assist students with fine motor abilities; assist with strength, hand and muscle coordination and eye and hand coordination.

~~Perform a variety of duties in support of classroom activities such as making telephone calls to parents/guardians and agencies; preparing, typing, duplicating and filing instructional materials; maintain student records and files as assigned.~~

~~Provide classroom support to the teacher by setting up work areas, displays and exhibits; operating audio-visual equipment; operating instructional equipment; and distributing and collecting paper, supplies and materials.~~

Assist students with personal hygiene; toilet, clean and diaper students as necessary; assist students with various perceptual, motor-sensory and body awareness skills.

~~Confer with teachers concerning programs and materials to meet individual student needs; assist students with achieving the goals of IEPs; communicate with parents/guardians as assigned.~~

Ensure the health and safety of students by following established practices and procedures; maintain learning environment in a safe, clean and orderly manner.

~~Attend school functions, staff and other meetings and professional development programs as assigned.~~

## Instructional Assistant Extensive Support Needs

Assist with supervising students during library, recess and meal activities as assigned; monitor and oversee playground activities, physical education and field trips as assigned; make home visits according to established procedures as directed.

~~Encourage and maintain a positive and supportive learning environment for students.~~

### OTHER DUTIES:

**Perform a variety of duties in support of classroom activities such as making telephone calls to parents/guardians and agencies; preparing, typing, duplicating and filing instructional materials; maintain student records and files as assigned.**

**Provide classroom support to the teacher by setting up work areas, displays and exhibits; operating audio-visual equipment; operating instructional equipment; and distributing and collecting paper, supplies and materials.**

**Attend school functions, staff and other meetings and professional development programs as assigned.**

**Encourage and maintain a positive and supportive learning environment for students.**

Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

#### KNOWLEDGE OF:

Proper oral and written usage of English and a designated second language.

Learning and developmental issues of ~~physically, emotionally and mentally disabled~~ students **with extensive support needs.**

Special needs, issues and requirements of students with ~~learning disabilities and other disabling conditions~~ **that require extensive support.**

Child guidance principles and practices.

Safe practices in classroom and playground activities.

Subjects taught in Grades K – 12.

Basic instructional methods and techniques.

Oral and written communication skills.

Interpersonal relations skills using tact, patience and courtesy.

Basic record-keeping techniques.

Classroom procedures and appropriate student conduct.

Issues related to the managing of Pre-K – 12<sup>th</sup> grade ~~disabled~~ students **with extensive support needs.**

Standard office and classroom equipment.

#### ABILITY TO:

Assist with and reinforce instruction and related activities of the assigned learning environment in a designated second language.

Accept, understand and appropriately respond to ~~needs of severely disabled~~ students **with extensive support needs.**

Perform a variety of duties in support of classroom activities.

Understand and follow oral and written directions.

Follow and understand procedures, functions and limitations of assigned duties.

## Instructional Assistant Extensive Support Needs

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing with students and adults.

Monitor, observe and report student behavior and progress according to approved policies and procedures.

Maintain confidentiality of privileged information.

Operate standard office and classroom equipment.

Assist in the preparation of instructional materials and implementation of lesson plans.

Observe health and safety regulations.

Maintain records and files.

### **EDUCATION AND EXPERIENCE:**

Graduation from High School or its equivalent. Complete at least two years of study at an institute of higher education; or obtain an associate's (or higher) degree; or pass the District's assessment examination.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid First Aid and CPR Certifications issued by an authorized agency. Valid AED Certification to be obtained in the first year of District employment.

Some incumbents in this class may be required to possess a valid California driver's license to make home visits.

~~Special Qualifications upon hire for positions at a school site that is supported by Title I funds pursuant to the "No Child Left Behind Act of 2001":~~

**In accordance with federal requirements for paraprofessionals, candidates must meet one of the following:**

Completed at least 48 semester units of study at an institution of higher education (college level)

OR

Obtained an associate's (or higher) degree

OR

Met (pass) an assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics OR reading, writing, and mathematics readiness.

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

Classroom and outdoor environments; extensive contact with ~~severely disabled~~ students **with extensive support needs**; possible exposure to body fluids.

#### **PHYSICAL DEMANDS:**

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Dexterity of hands and fingers to operate standard office and classroom equipment.

Hearing and speaking to exchange information.

Ability to see to read a variety of materials and monitor student activities.

Lifting, carrying, pushing or pulling heavy objects as assigned by the position.

## SANTA PAULA UNIFIED SCHOOL DISTRICT

CLASS TITLE: INSTRUCTIONAL ASSISTANT-~~SEVERELY DISABLED~~ **EXTENSIVE SUPPORT NEEDS- BILINGUAL**

### **BASIC FUNCTION:**

Under the direction of a ~~Principal~~ **site administration** or designee, assist in providing instruction to individual or small groups of ~~severe learning, emotionally, mentally and physically disabled~~ students **with extensive support needs** in a variety of special education programs in a classroom or other learning environment; assist in the preparation of instructional materials and implementation of lesson plans and individualized education plans (IEPs); monitor and report student progress regarding behavior and performance; assist students in a designated second language with completing exercises, drills and assignments.

### **DISTINGUISHING CHARACTERISTICS:**

~~A Bilingual Instructional Assistant Special Education Severy Disabled provides instruction to individual or small groups of severe learning, emotionally, mentally and physically disabled students in a variety of special education programs. An incumbent in this position will monitor and report student progress regarding behavior and performance and assist students in a designated second language with completing exercises, drills and assignments.~~

**Instructional Assistants Extensive Support Needs - Bilingual provide direct instructional and behavioral support to students in a designated second language with significant learning and support needs, emphasizing individualized strategies, behavior intervention, and functional skill development within educational settings.**

~~A Bilingual Instructional Assistant Specialized Health in providing specialized physical health care services to pupils with exceptional needs and performs assigned tasks to facilitate learning. An incumbent under the technical direction of the District School Nurse works cooperatively with others in providing specialized health care services and performing standardized procedures as prescribed by the student's physician and requested by the student's parents/guardians; assist students in a designated second language with completing exercises, drills and assignments.~~

**Instructional Assistants - Specialized Health Needs support instruction while also providing health-related services and performing routine medical procedures under medical supervision—a key responsibility that sets this role apart.**

### **REPRESENTATIVE DUTIES:**

#### ESSENTIAL DUTIES:

Assist a certificated teacher in providing and reinforcing instruction to individual or small groups of students with ~~severe learning, emotional, mental and physical disabilities~~ **extensive support needs** in a classroom or other learning environment

Monitor and oversee student drills, practices and assignments in various subjects; assist with the

## Instructional Assistant Extensive Support Needs - Bilingual

implementation of IEPs.

Monitor student health conditions and provide first aid and CPR as needed; assist with administering medications according to prescribed physician's instructions and written parent/guardian consent; respond to seizures, respiratory problems and other medical emergencies.

Assess and notify parents/guardians and/or appropriate staff of student health conditions and progress. Prepare related paperwork as appropriate.

Observe, monitor, manage, and redirect behavior of students within approved procedures and assist with appropriate discipline in accordance with grade level and student's ability to understand discipline.

Utilize approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including but not limited to spitting, pinching, biting, hair-pulling, kicking and hitting; assist with reporting student performance and behavior progress. (Part of duty above)

Assist English or other second language-speaking students in completing classroom assignments, homework and projects; modify learning activities to meet student needs and individual skill levels in a designated second language as necessary.

Ensure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance. ~~confer with the teacher concerning lesson and individualized education plans and materials to meet student needs.~~

Assist in assembling and preparing lessons, instructional materials and homework for individual students as directed by the teacher; maintain daily records of achievement and attendance.

Assist students with fine motor abilities; assist with strength, hand and muscle coordination and eye and hand coordination.

~~Perform a variety of duties in support of classroom activities such as making telephone calls to parents/guardians and agencies; preparing, typing, duplicating and filing instructional materials; maintain student records and files as assigned.~~

~~Provide classroom support to the teacher by setting up work areas, displays and exhibits; operating audio-visual equipment; operating instructional equipment; and distributing and collecting paper, supplies and materials.~~

Assist students with personal hygiene; toilet, clean and diaper students as necessary; assist students with various perceptual, motor-sensory and body awareness skills.

~~Confer with teachers concerning programs and materials to meet individual student needs; assist students with achieving the goals of IEPs; communicate with parents/guardians as assigned.~~

Ensure the health and safety of students by following established practices and procedures; maintain learning environment in a safe, clean and orderly manner.

## Instructional Assistant Extensive Support Needs - Bilingual

~~Attend school functions, staff and other meetings and professional development programs as assigned.~~

Assist with supervising students during library, recess and meal activities as assigned; monitor and oversee playground activities, physical education and field trips as assigned; make home visits according to established procedures as directed.

~~Encourage and maintain a positive and supportive learning environment for students.~~

### OTHER DUTIES:

**Perform a variety of duties in support of classroom activities such as making telephone calls to parents/guardians and agencies; preparing, typing, duplicating and filing instructional materials; maintain student records and files as assigned.**

**Provide classroom support to the teacher by setting up work areas, displays and exhibits; operating audio-visual equipment; operating instructional equipment; and distributing and collecting paper, supplies and materials.**

**Attend school functions, staff and other meetings and professional development programs as assigned.**

**Encourage and maintain a positive and supportive learning environment for students.**

Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

#### KNOWLEDGE OF:

Proper oral and written usage of English and a designated second language.

Learning and developmental issues of ~~physically, emotionally and mentally disabled~~ students **with extensive support needs.**

Special needs, issues and requirements of students with ~~learning disabilities and other disabling conditions~~ **that require extensive support.**

Child guidance principles and practices.

Safe practices in classroom and playground activities.

Subjects taught in Grades K – 12.

Basic instructional methods and techniques.

Oral and written communication skills.

Interpersonal relations skills using tact, patience and courtesy.

Basic record-keeping techniques.

Classroom procedures and appropriate student conduct.

Issues related to the managing of Pre-K – 12<sup>th</sup> grade ~~disabled~~ students **with extensive support needs.**

Standard office and classroom equipment.

#### ABILITY TO:

Assist with and reinforce instruction and related activities of the assigned learning environment in a designated second language.

Speak and interpret English and a designated second language.

## Instructional Assistant Extensive Support Needs - Bilingual

Accept, understand and appropriately respond to ~~needs of severely disabled~~ **students with extensive support needs**.

Perform a variety of duties in support of classroom activities.

Understand and follow oral and written directions.

Follow and understand procedures, functions and limitations of assigned duties.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing with students and adults.

Monitor, observe and report student behavior and progress according to approved policies and procedures.

Maintain confidentiality of privileged information.

Operate standard office and classroom equipment.

Assist in the preparation of instructional materials and implementation of lesson plans.

Observe health and safety regulations.

Maintain records and files.

### **EDUCATION AND EXPERIENCE:**

Graduation from High School or its equivalent. Complete at least two years of study at an institute of higher education; or obtain an associate's (or higher) degree; or pass the District's assessment examination.

### **LICENSES AND OTHER REQUIREMENTS:**

Positions in this class will be required to translate oral and written communications between English and a designated second language.

Valid First Aid and CPR Certifications issued by an authorized agency. Valid AED Certification to be obtained in the first year of District employment.

Some incumbents in this class may be required to possess a valid California driver's license to make home visits.

~~Special Qualifications upon hire for positions at a school site that is supported by Title I funds pursuant to the "No Child Left Behind Act of 2001":~~

**In accordance with federal requirements for paraprofessionals, candidates must meet one of the following:**

Completed at least 48 semester units of study at an institution of higher education (college level)

OR

Obtained an associate's (or higher) degree

OR

Met (pass) an assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics OR reading, writing, and mathematics readiness.

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

Classroom and outdoor environments; extensive contact with ~~severely disabled~~ **students with extensive support needs**; possible exposure to body fluids.

## Instructional Assistant Extensive Support Needs - Bilingual

### PHYSICAL DEMANDS:

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Dexterity of hands and fingers to operate standard office and classroom equipment.

Hearing and speaking to exchange information.

Ability to see to read a variety of materials and monitor student activities.

Lifting, carrying, pushing or pulling heavy objects as assigned by the position.

## SANTA PAULA UNIFIED SCHOOL DISTRICT

### CLASS TITLE: CAMPUS SUPERVISION ASSISTANT

#### BASIC FUNCTION:

Under general supervision of site administration, assists school staff in the safety and well-being of students during morning, noontime eating and recess/break activity. ~~Through meaningful playground and lunch area supervision, students are afforded the opportunity to safely enjoy group interaction and exercise.~~

#### REPRESENTATIVE DUTIES

##### ESSENTIAL DUTIES:

Supervise and monitor students before and after school, during lunch and at recess in all areas on campus assigned.

~~Assist students by providing examples of appropriate behavior, a friendly attitude and general guidance.~~

Work collaboratively with all staff to monitor and ensure discipline and safety protocols are being maintained by students.

Communicate incidents and inappropriate behavior of students to site administrators and/or classroom teacher(s).

~~Assist with onsite traffic control, bus drop-off and student pick-up.~~

Reinforce the District and school rules and regulations pertaining to student activities, advise students regarding violation of rules and inappropriate behaviors.

~~Encourage and promote courtesy among children.~~

~~Maintain a harmonious atmosphere on campus.~~

Assure the health and safety of students by following health and safety practices and regulations.

**Encourage and assist students in proper disposal of trash and recycling to maintain a clean and safe environment. Provide guidance in addressing spills and ensuring lunch areas remain tidy, fostering student responsibility for campus cleanliness.**

Ensure safety rules are followed by all students.

Assist students by resolving minor conflicts on campus.

Report unauthorized activities and persons on school campus to appropriate authority.

Report potential or recurring disciplinary problems to office staff and/or classroom teacher(s). Report students requiring further disciplinary action to office staff and/or classroom teacher(s).

Report all student injuries to the health office immediately.

**OTHER DUTIES:**

Assist students by providing examples of appropriate behavior, a friendly attitude and general guidance.

Assist with onsite traffic control, bus drop off and student pick up.

Encourage and promote courtesy among children.

Maintain a harmonious atmosphere on campus.

Perform other related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Playground safety rules.

Basic principles of first aid.

Interpersonal skills using tact, patience and courtesy.

Standards of courtesy to be observed by students.

**ABILITY TO:**

Maintain a positive and safe playground environment.

Communicate effectively.

Understand and work within scope of authority.

Establish and maintain working relationships with the public, staff, ~~subordinates~~, and administrators.

Be sensitive to and understand the diverse academic, socioeconomic, cultural, and ethnic backgrounds of district personnel, students, parents and the communities served by the district.

~~Maintain consistent, punctual and regular attendance.~~

Develop and maintain effective interpersonal relations using tact, patience and courtesy.

~~Maintain reliable, punctual and regular attendance.~~

Understand and carry out written and oral instructions.

Handle all matters in a tactful, courteous, and confidential manner.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

**LICENSES AND OTHER REQUIREMENTS:**

Prior to competing the probationary period, the employee will successfully complete a valid First Aid and CPR certifications issued by an authorized agency.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor and outdoor environment.

Seasonal heat and cold or adverse weather conditions.

**PHYSICAL DEMANDS:**

Standing and walking for extended periods of time.

Ability to see to monitor student activities.

Hearing and speaking to exchange information.

Physical agility and stamina.

Walking and running.