

WESTMINSTER SCHOOL DISTRICT
PERSONNEL COMMISSION
Regular Meeting of April 28, 2026, at 3:00 p.m.
District Office Board Room

1. CALL TO ORDER 3:00 P.M

Thomas Connolly

1.1 Pledge of Allegiance

2. CONSENT AGENDA

Thomas Connolly

Items listed under the Consent Agenda are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Agenda upon the request of any member of the Personnel Commission, discussed, and acted upon separately. The Deputy Superintendent of Human Resources and the Executive Director of Human Resources recommend approval of all Consent Agenda items.

2.1 Consent Approve the minutes of the regular meeting of March 24, 2026 (Enclosure)

Thomas Connolly

2.2 Consent Approve the following eligibility lists: (Enclosure)

Thomas Connolly

		Vacant Positions	Active Eligibility List
A.	Lead Food Service Worker, expiration 03/19/2027	3	8
B.	Paraeducator, expiration 03/25/2027	3	7
C.	Extended School Program Lead Facilitator, expiration 03/30/2027	6	7
D.	Paraeducator Behavior & Instructional Support - SPED, expiration 03/31/27	26	10
E.	Paraeducator Behavior & Instructional Support, Expiration 04/01/2027	9	3
F.	Extended School Program Facilitator, expiration 04/02/2027	56	12
G.	Nutrition Services Operations Technician, expiration 04/03/2027	1	6
H.	Early Education Program Supervisor, expiration 04/08/2027	1	4
I.	Student Transportation Assistant, expiration 04/08/2027	1	3
J.	Paraeducator Specialized Health & Instructional Support. expiration 04/16/2027	2	3

3. ACTION ITEMS

3.1 Discussion/Action Approve advanced step placement on the salary schedule for a Paraeducator Instructional Support

Michael Kim

3.2 Discussion/Action Approve advanced step placement on the salary schedule for an Extended School Program Facilitator

Michael Kim

3.3 Discussion/Action Approve advanced step placement on the salary schedule for an Early Education Assistant

Michael Kim

3.4 Discussion/Action Approve revised job description for Early Education Assistant to Early Learning Assistant

Michael Kim

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<u>3.5</u>	<u>Discussion/Action</u>	Approve revised job description for Early Education Infant Assistant to Early Learning Infant Assistant	Michael Kim
<u>3.6</u>	<u>Discussion/Action</u>	Approve revised job description for Early Education Infant Instructor to Early Learning Infant Instructor	Michael Kim
<u>3.7</u>	<u>Discussion/Action</u>	Approve revised job description for Early Education Instructor to Early Learning Instructor	Michael Kim
<u>3.8</u>	<u>Discussion/Action</u>	Approve revised job description for Extended School Program Facilitator	Michael Kim
<u>3.9</u>	<u>Discussion/Action</u>	Approve revised job description for Extended School Program Lead Facilitator	Michael Kim
<u>3.10</u>	<u>Discussion/Action</u>	Approve revised job description for Extended School Program Site Supervisor	Michael Kim
<u>3.11</u>	<u>Discussion/Action</u>	Approve revised job description for Instructional Materials Assistant	Michael Kim
<u>3.12</u>	<u>Discussion/Action</u>	Approve revised job description for Library Media Assistant	Michael Kim
<u>3.13</u>	<u>Discussion/Action</u>	Approve revised job description for Physical Education Assistant	Michael Kim
<u>3.14</u>	<u>Discussion/Action</u>	Approve revised job description for Testing Technician: English Language Assessments for California (ELPAC)	Michael Kim
<u>3.15</u>	<u>Discussion/Action</u>	Approve revised job description for Textbook Instructional Materials Technician	Michael Kim
<u>3.16</u>	<u>Discussion/Action</u>	Approve revised job description for Visual and Performing Arts Assistant	Michael Kim
<u>3.17</u>	<u>Discussion/Action</u>	Approve revised job description for Lead, Paraeducator Behavior and Instructional Support	Michael Kim
<u>3.18</u>	<u>Discussion/Action</u>	Approve revised job description for Paraeducator Behavior and Instructional Support	Michael Kim
<u>3.19</u>	<u>Discussion/Action</u>	Approve revised job description for Paraeducator Instructional Support	Michael Kim
<u>3.20</u>	<u>Discussion/Action</u>	Approve revised job description for Paraeducator/Specialized Health and Instructional Support	Michael Kim
<u>3.21</u>	<u>Discussion/Action</u>	Approve revised job description for Paraeducator	Michael Kim
<u>3.22</u>	<u>Discussion/Action</u>	Approve revised job description for Speech and Language Assistant to Speech and Language Pathology Assistant	Michael Kim
<u>3.23</u>	<u>Discussion/Action</u>	Approve revised job description for Technology Services Technician	Michael Kim

4. REPORTS/COMMENTS

4.1	Information	Recruitment/Vacancy Update	Maria Orona
4.2	Information	Personnel Commission Calendar	Thomas Connolly

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4.3	Information	Executive Director Report	Michael Kim
4.4	Information	Deputy Superintendent Report	Rich Montgomery
	4.4.1	Human Resources	
4.5	Information	Assistant Superintendent Report	
	4.5.1	Business Services	Manuel Cardoso
	4.5.2	Educational Services	
4.6	Information	Superintendent Report	Dr. Gunn Marie Hansen
4.7	Information	Public Comments	
		CSEA	Matt Acocello
		Public and Staff in attendance	
4.8	Information	Staff Comments	
		Personnel Analyst	Jovanna Peña
		Personnel Technician	Maria Orona
		Personnel Services Specialist	Amy Nahabedian
4.9	Information	Personnel Commission Comments	
		Commissioner Jones	Robin Jones
		Commissioner Connolly	Thomas Connolly
		Commissioner Jenkins	Jackie Jenkins
6.	<u>CLOSED SESSION: (if needed)</u>		Thomas Connolly
6.1		Public Employee Performance Evaluation - Government Codes §54957 and 54957.1 Executive Director, Human Resources	
6.2		Public employee discipline/dismissal/release - Government Codes §54954.5(e) and 54957	
7.	<u>ADJOURNMENT:</u>		Thomas Connolly

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations to participate in the public meetings of the District's Personnel Commission, please contact the Personnel Commission office at (714) 894-7311, extension 1170, seventy-two hours prior to the meeting to enable the district to make reasonable arrangements to assure accessibility to this meeting

PERSONNEL COMMISSION MEETING CALENDAR:

May 26, 2026
June 23, 2026



CONSENT ITEMS

- Approval of Minutes
- Eligibility Lists (10)

**WESTMINSTER SCHOOL DISTRICT
PERSONNEL COMMISSION**
Minutes of the Regular Meeting of March 24, 2026

The regular meeting of the Westminster School District Personnel Commission was called to order by Commissioner Thomas Connolly at 3:02 p.m. Mr. Rich Montgomery led the flag salute.

COMMISSIONERS PRESENT:

Mr. Thomas Connolly
Mrs. Robin Jones
Mrs. Jackie Jenkins

OTHERS PRESENT:

Dr. Gunn Marie Hansen, Superintendent
Mr. Rich Montgomery, Deputy Superintendent,
Human Resources
Mr. Michael Kim, Executive Director,
Human Resources
Ms. Melynda Bezzina, Lead Human Resources
Specialist
Mrs. Susan Hillenbrand, Executive Secretary,
Human Resources
Ms. Yolanda Galvas, Executive Secretary, Human
Resources
Mrs. Jovanna Peña, Personnel Analyst, Human
Resources
Mrs. Maria Orona, Personnel Technician, Human
Resources
Mrs. Amy Nahabedian, Personnel Services Specialist,
Human Resources
Mr. Matthew Acocello, CSEA President
Mrs. Karen Urbano, CSEA Chief Union Steward

*MINUTES OF THE REGULAR MEETING
OF March 24, 2026:*

Commissioner Jenkins moved, seconded by Commissioner Jones, to approve the minutes of the regular meeting of March 24, 2026.

Motion carried 3/0

ELIGIBILITY LIST APPROVED:

Commissioner Jenkins moved, seconded by Commissioner Jones, to approve the eligibility list; Extended School Program Facilitator, expiration 03-06-2027, Extended School Program Facilitator, expiration 02-17-2027, Extended School Program Lead Facilitator, expiration 03-05-2027, Family Enrollment Specialist, expiration 02-25-2027, Food Service Worker, expiration 02-10-2027, Staff Secretary, expiration 02-18-2027, Intermediate Account Clerk, expiration 03-11-2027, Paraeducator Instructional Support, expiration 03-17-2027, Community Liaison-Spanish, expiration 03-16-2027.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- EXTENDED
SCHOOL PROGRAM LEAD FACILITATOR:*

Commissioner Jenkins moved, second by Commissioner Jones to approve the advanced step placement on the salary schedule for the Extended School Program Lead Facilitator.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- SPEECH
AND LANGUAGE ASSISTANT:*

Commissioner Jenkins moved, second by Commissioner Jones to approve the advanced step placement on the salary schedule for the Speech and Language Assistant.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- EXTENDED
SCHOOL PROGRAM FACILITATOR:*

Commissioner Jenkins moved, second by Commissioner Jones to approve the advanced step placement on the salary schedule for the Extended School Program Facilitator.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- EXTENDED
SCHOOL PROGRAM FACILITATOR:*

Commissioner Jones moved, second by Commissioner Jenkins to approve the advanced step placement on the salary schedule for the Extended School Program Facilitator.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- EXTENDED
SCHOOL PROGRAM FACILITATOR:*

Commissioner Jones moved, second by Commissioner Jenkins to approve the advanced step placement on the salary schedule for the Extended School Program Facilitator.

Motion carried 3/0

*APPROVE ADVANCED STEP PLACEMENT
ON THE SALARY SCHEDULE- EXTENDED
SCHOOL PROGRAM FACILITATOR:*

Commissioner Jones moved, second by Commissioner Jenkins to approve the advanced step placement on the salary schedule for the Extended School Program Facilitator.

Motion carried 3/0

*APPROVE REVISED JOB DESCRIPTION-
PUBLIC INFORMATION OFFICER:*

Commissioner Jones moved, second by Commissioner Jenkins to approve the revised job description for Public Information Officer.

Motion carried 3/0

RECRUITMENT UPDATE:

Mrs. Maria Orona provided an update on the recruitment report, noting a high volume of upcoming vacancies and that the Lead Food Service Worker final interviews will be next week.

PERSONNEL COMMISSION CALENDAR:

The Personnel Commission meeting calendar was reviewed, with no changes reported.

EXECUTIVE DIRECTOR REPORT:

Mr. Kim shared that the Human Resources team retreat, held at the end of February, provided an opportunity to connect and collaborate. He also noted that the CSPCA Merit Conference allowed for further relationship building and thanked the Commissioners

for attending. He added that a series of job fairs will be held soon and shared his excitement for the upcoming season.

DEPUTY SUPERINTENDENT REPORT:

Mr. Montgomery shared that the CSPCA Merit Conference provided valuable insights on labor relations and collaborative practices, and noted positive recognition for thinking outside the box. He described negotiations as productive and expressed appreciation to Matt and Stacey for fostering an open and comfortable environment. Mr. Montgomery also expressed appreciation for the Human Resources team (Jovanna, Maria, Amy, and Susan). He noted that the end-of-February team retreat focused on customer service, goal setting, and team building, and shared that positive feedback has been received from principals regarding the team's customer service. It was a great team bonding event.

SUPERINTENDENT REPORTS:

Dr. Hansen shared that last week's study session included updates on the WSD Strategic Plan, budget, negotiations, and Human Resources progress. She noted that the District continues to make strong progress and remains among the top elementary districts in Orange County. Dr. Hansen emphasized the District's commitment to offering competitive compensation to attract and retain high-quality staff. She thanked the Commissioners and the Human Resources team for their continued support and efforts.

PUBLIC COMMENTS:
CSEA:

:

CSEA President Matt Acocello provided an update on job description reviews, noting they are nearing completion. He shared that the District reviews five job families on a rotating basis, ensuring at least one is reviewed each year to maintain accuracy and relevance. Mr. Acocello congratulated the Human Resources team on the high volume of job postings and expressed that the District is in a strong position heading into the summer.

COMMISSIONER'S COMMENTS:

Commissioner Jenkins shared that she was pleased to attend the Merit Conference and has begun the Merit Academy. She requested the calendar of events and noted that she was unable to attend one of the presentations due to participating in another training to learn more about the merit system.

Commissioner Jones added that everyone is doing a wonderful job and reiterated that Westminster reflects a strong commitment from staff to do their best for students. He shared that he often speaks highly of the District, even in personal settings.

Commissioner Connolly shared that he had a great experience at the conference and appreciated the

opportunity to highlight and speak positively about the District. He noted one session regarding evaluation practices that he found concerning, which suggested limiting candidate selection to a small group and potentially closing a recruitment if none were selected. Commissioner Connolly expressed appreciation for the District's current practices and the thoughtful approach taken in the hiring process.

The meeting adjourned at 3:51 p.m.

ADJOURNMENT:

Respectfully submitted,
Michael Kim
Executive Director, Human Resources



Eligibility Lists for the following position(s) are being submitted to the Personnel Commission for review.

Position:	Paraeducator - General Education		
Date Established:	3-25-26	Candidates on List:	7

Position:	Paraeducator Behavior & Instructional Support (SPED)		
Date Established:	3-31-26	Candidates on List:	10

Position:	Nutrition Services Operations Technician		
Date Established:	04-03-2026	Candidates on List:	6

Position:	Student Transportation Assistant		
Date Established:	04-08-2026	Candidates on List:	3

Position:	Paraeducator Specialized Health & Instructional Support		
Date Established:	04-16-2026	Candidates on List:	3

Position:	Lead Food Service Worker		
Date Established:	03-19-2026	Candidates on List:	8

Position:	Extended School Program Lead Facilitator		
Date Established:	03-30-2026	Candidates on List:	7

Position:	Paraeducator Behavior & Instructional Support		
Date Established:	04-01-2026	Candidates on List:	3

Position:	Extended School Program Lead Facilitator		
Date Established:	04-02-2026	Candidates on List:	12

Position:	Early Education Program Supervisor		
Date Established:	04-08-2026	Candidates on List:	4



ACTION ITEMS

- Advanced Step Placement (3)
- Revised Job Description (20)



Westminster School District Memorandum

DATE: April 28, 2026
TO: Personnel Commission
FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources
SUBJECT: Agenda Item 3.1–Approve Advanced Step Placement on the salary schedule for a Paraeducator Instructional Support.

The advanced step placement recommendation for an Extended Program Facilitator comes at the request of Mr. Michael Kim, Executive Director, Human Resources. This request is in accordance with the Personnel Commission Rules and Regulations Article XVII, Section 2. Application of Salary Schedules: 17.2.1. Initial Salary Placement B1 as follows:

1. The additional skills or qualifications of the candidate that make them especially qualified for the position beyond that required for entry into the class.

Ms. Alicia Berumen has over three years of experience as a Youth Leader with Garden Grove Friends Church, along with two additional years of experience with Westminster School District as a returning employee. It is recommended that Ms. Berumen start at Step III of the Paraeducator Instructional Support salary schedule.

MATRIX (RANGE) NO. CLASSIFICATION	STEP I \$ Hour	STEP II \$ Hour	STEP III \$ Hour	STEP IV \$ Hour	STEP V \$ Hour	STEP VI \$ Hour
Paraeducator Instructional Support (Range 25)	\$21.91	\$22.79	\$23.67	\$24.62	\$25.61	\$26.61

RECOMMENDATION: Approve Advanced Step Placement on the salary schedule for a Paraeducator Instructional Support



Westminster School District Memorandum

DATE: April 28, 2026
TO: Personnel Commission
FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources
SUBJECT: Agenda Item 3.2–Approve Advanced Step Placement on the salary schedule for an Extended Program Facilitator.

The advanced step placement recommendation for an Extended Program Facilitator comes at the request of Mr. Michael Kim, Executive Director, Human Resources. This request is in accordance with the Personnel Commission Rules and Regulations Article XVII, Section 2. Application of Salary Schedules: 17.2.1. Initial Salary Placement B1 as follows:

1. The additional skills or qualifications of the candidate that make them especially qualified for the position beyond that required for entry into the class.

Ms. Jennifer McDuffie has experience with California Schools Talent Collaborative, where she has worked as an After School Facilitator. In addition, Ms. McDuffie brings over ten years of experience in school-based leadership and parent engagement.

This item reflects a revision from the prior approval to align with prior communication regarding placement. Based on her experience, it is recommended that Ms. McDuffie start at Step IV of the Extended Program Facilitator salary schedule.

MATRIX (RANGE) NO. CLASSIFICATION	STEP I \$ Hour	STEP II \$ Hour	STEP III \$ Hour	STEP IV \$ Hour	STEP V \$ Hour	STEP VI \$ Hour
Extended School Program Facilitator (Range 9)	\$19.73	\$20.51	\$21.34	\$22.20	\$23.07	\$23.99

RECOMMENDATION: Approve Advanced Step Placement on the salary schedule for an Extended School Program Facilitator



Westminster School District Memorandum

DATE: April 28, 2026
TO: Personnel Commission
FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources
SUBJECT: Agenda Item 3.3—Approve Advanced Step Placement on the salary schedule for an Early Education Assistant.

The advanced step placement recommendation for an Extended Program Facilitator comes at the request of Mr. Michael Kim, Executive Director, Human Resources. This request is in accordance with the Personnel Commission Rules and Regulations Article XVII, Section 2. Application of Salary Schedules: 17.2.1. Initial Salary Placement B1 and B2 as follows:

1. The additional skills or qualifications of the candidate that make them especially qualified for the position beyond that required for entry into the class.
2. Additional Education at the college level (limited to no more than one step for each two years of education related to the position), but beyond the educational requirements established for entry into the class.

Ms. Sara Benitez Ortiz has experience from Tustin Unified School District, where she has worked as a Paraeducator for over 6 years. Ms. Benitez Ortiz holds a Master's degree in Child Development from Cal Baptist University. It is recommended that Ms. Benitez Ortiz start at Step VI of the Early Education Assistant salary schedule.

MATRIX (RANGE) NO. CLASSIFICATION	STEP I \$ Hour	STEP II \$ Hour	STEP III \$ Hour	STEP IV \$ Hour	STEP V \$ Hour	STEP VI \$ Hour
Early Education Assistant (Range 27)	\$22.00	\$22.88	\$23.81	\$24.75	\$25.72	\$26.75

RECOMMENDATION: Approve Advanced Step Placement on the salary schedule for an Early Education Assistant



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.4– Approve revised job description for the Early Education Assistant to Early Learning Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Early Education Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Early Learning Assistant.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

EARLY LEARNING EDUCATION ASSISTANT

BASIC FUNCTION:

Persons employed in this classification work under the direction of and generally provide assistance to an Early Learning Education Instructor or other assigned supervisor in the care, training, and supervision of children between the ages of eighteen (18) months and five (5) years of age. This classification is assigned to a work schedule consistent with the needs of the Early Learning Education Program, which may differ from the regular school district calendar and work schedule. This position assists in maintaining mandated licensing requirements at all times, including supervision and adult-to-child ratios.

DISTINGUISHING CHARACTERISTICS:

~~The Early Education Assistant is an entry-level position in the District's Early Education program. Positions in this class serve under the direction and provide assistance to an Early Education Instructor or other designated supervisor. An Early Education Instructor is responsible for providing developmentally appropriate educational programs and activities for preschool-aged children; assuring that activities are carried out in accordance with established policies and procedures; making sure that programs/activities are relevant to the age of the children assigned; and that discipline and safety procedures are maintained in an appropriate manner.~~

ESSENTIAL DUTIES:

Provide assistance in planning and conducting an effective early education and care program to meet the physical, social, emotional, and intellectual needs of children between the ages of eighteen (18) months and five (5) years. This is done based on the California Department of Education's Infant and Toddler Learning and Development Foundations and California Department of Education's Preschool and Transitional Kindergarten Learning Foundations, along with the goals and philosophy of the Early Learning Program.

Ensure that child care routines are carried out in a warm and nurturing manner that is prompt and consistent with good child development practices and principles. This includes routines related to diapering, toileting, hand washing, eating, feeding, and napping, and adult-child interactions.

Ensure the safety of children through constant supervision, effective arrangement of space, proper maintenance of equipment, and regular practice of emergency procedures.

Assists in the operation of the program in compliance with all child care licensing standards, including Education Code, Title 5 and Title 22, and district policies and procedures.

Assists in the creation of an inviting, friendly, and cooperative atmosphere in which children and families feel comfortable and secure.

Assists in the creation of developmentally appropriate experiences that promote growth in individual children through two-way interactions and small group engagement activities.

Ensure that parents/guardians receive relevant information about their child's experiences from the Early Learning Instructor through oral and written communications.

Attend to the needs of children.

Supports the maintenance of daily child observational records.

Promote and nurture parent/guardian-child bonding and relationships.

Maintains confidentiality regarding child/family information and any other sensitive matters.

REPRESENTATIVE DUTIES:

As a mandated reporter, observe children to detect signs of illness, injury, abuse, neglect, emotional disturbance, or other special needs, and report these signs immediately to supervisors and child protective services (CPS).

Provides first-aid and cares for ill or injured children, as necessary.

Work as a member of a team to ensure continuity and a high standard of quality in the program.

Attends meetings, conferences, and in-service training programs as directed.

Support classroom inventory monitoring.

Performs clerical duties as assigned.

Performs other job-related duties as assigned.

~~Provides assistance in the planning, organizing, scheduling and supervision of classroom activities, field trips, cultural events, social experiences, parental involvement, and related activities.~~

~~Assists in the preparation of educational materials and activities for children between the ages of eighteen (18) months and five (5) years of age.~~

Observes and supervises the children's use of equipment and materials, including, but not limited to, the manner in which the children participate in nutritional experiences. Under the guidance or direction of an Early Learning Education Instructor or other designated supervisor, may be assigned to supervise the activities of a group of twelve (12) or fewer children.

Provides written observations on the manner in which assigned children interact with each other, and with adults with whom they come in contact.

Assists in setting up, organizing, and maintaining equipment and supplies.

Engages in the learning process with children and closely supervises them in the classroom and outdoors.

Enforces Early Learning Education Program rules and expectations, and uses Positive Behavior Intervention Supports (PBIS) Teaching Pyramid (PBIS) strategies with children.

Maintains assigned work areas in a neat, and orderly, and clean condition; and attends to the personal needs of assigned children, as necessary, including ~~assisting with or~~ toileting, changing diapering,s or changing of soiled clothing.

Serves or assists children with serving snacks and meals for themselves, as appropriate; cleans up serving areas after meals; sits and eats with children to model good manners and healthy food choices during family-style eating; guides children in cleanup activities following meals and snacks.

Ensures the health and safety of assigned children by following health and safety rules and procedures.

Provides first-aid and cares for ill or injured children students.

Works cooperatively with an early learning education team in achieving the goals and objectives of the program. ~~classroom and center.~~

Greet children and their families warmly.

~~Attends staff meetings, conferences, and in-service training programs, as directed.~~

~~Performs clerical duties as assigned.~~

~~Performs other job-related duties as required or assigned.~~

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to and takes direction from an Early Education Learning Instructor or other designated supervisor.

Internal Contacts: Continuing contact with ~~students~~ children, other school site personnel, as well as District Office personnel.

External Contacts: Frequent contacts with parents/guardians.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Oral and written communication skills appropriate to this classification.

Pre-school care and development, and appropriate child development practices for children with special needs.

California Department of Education Infant and Toddler Learning Foundations framework.

Child guidance principles and practices.

~~Basic mathematics~~ General concepts of Early Childhood growth and development, and child behavior characteristics.

Appropriate methods used to motivate and ~~control~~ guide children of eighteen (18) months to five (5) years of age.

Basic health and honors district's wellness policy for preschool and elementary-aged children.

Interpersonal relationship skills; using tact, patience, courtesy, and confidentiality

Basic-record-keeping techniques and data collection

Federal, state and district rules and regulations.

ABILITY TO:

Learn and apply basic routines and requirements for children within the program.

Have a warm and supportive attitude and disposition toward working with children and their families.

Be reliable and flexible in receiving assignments or adapting to changes in the program.

Work effectively with individuals and groups of children.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Follow rules, regulations, policies and procedures, including the provisions of the Americans With

Disabilities Act, the provisions of Title 5 and Title 22 of the California Social Services Department Regulations and Education Code related to the care and supervision on young children.

Maintain confidentiality and works with discretion.

Work effectively in a diverse setting, and work with children with all abilities.

Maintain work environment in a clean, orderly, and safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

Operate standard office and program equipment.

~~Learn Early Education program rules and procedures.~~

~~Learn and apply basic routines and requirements for children of eighteen (18) months to five (5) years of age.~~

~~Work effectively in a multi-ethnic setting, and be willing to work with children with special needs.~~

~~Establish and maintain effective working relationships with children, parents, supervisors, and other school district personnel.~~

~~Maintain assigned equipment, supplies, and working areas in a clean and orderly condition.~~

~~Understand and follow both oral and written directions.~~

~~Learn and administer first-aid, and CPR techniques.~~

EDUCATION AND EXPERIENCE:

1. Graduation from high school; supplemented by six (6) college semester core units in early childhood education or closely-related subjects.

or

2. Having twelve (12) college semester units or the securing of an additional six (6) college semester core units in Early Childhood Education within twelve (12) months of employment in this classification.

and

1. At least six (6) months of demonstrated experience working with pre-school-aged children.

A child development permit is highly desirable.

4. Dual language is highly desirable.

Note: All coursework must be completed with a "C" or better from a regionally accredited college. Early childhood core courses include (1) childhood growth & development, ; (2) child/family/community, (3) introduction to curriculum, (4) principals and practices of teaching young children, (5) observation and assessment, (6) health safety and nutrition, (7) teaching in a diverse society, and (8) practicum.

~~Any combination equivalent to [1] graduation from high school; supplemented by six (6) college semester units in early childhood education or closely related subjects; [2] having twelve (12) college semester units or the securing of an additional six (6) college semester units in Early Childhood Education within twelve (12) months of employment in this classification; and [3] at least six (6) months of demonstrated experience working with pre-school aged children.~~

LICENSES AND OTHER REQUIREMENTS:

~~The possession of or the securing of a valid First-Aid Certificate, or the completion of the Westminster School District basic first-aid training program, within thirty (30) days of employment in this classification.~~

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within thirty (30) days of employment in this classification.

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

288	APPROVED BY:	Board of Trustees	DATE: 07/18/1991
289			
290	APPROVED BY:	Personnel Commission	DATE: 07/25/1995
291			
292	APPROVED BY:	Personnel Commission	DATE: 11/18/2014
293			
294	REVISED BY:	<u>Personnel Commission</u>	DATE: <u>04/28/2026</u>



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.5– Approve revised job description for the Early Education Infant Assistant to Early Learning Infant Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Early Education Infant Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Early Learning Infant Assistant.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

EARLY EDUCATION LEARNING INFANT ASSISTANT

BASIC FUNCTION:

Persons employed in this classification work under the direction of and provide assistance to an Early Education Infant Instructor or other assigned supervisor in the care, training, and supervision of children between the ages of three (3) months and eighteen (18) months. This classification is assigned to a work schedule consistent with the needs of the Early Education Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

~~The Early Education Infant Assistant is an entry-level position in the District's Early Education program. Positions in this class serve under the direction and provide assistance to an Early Education Infant Instructor or other designated supervisor.~~

ESSENTIAL REPRESENTATIVE DUTIES:

Provide assistance in planning and conducting an effective early education and care program to meet the physical, social, emotional, and intellectual needs of children between the ages of three (3) months and eighteen (18) months. This is done based on the California Department of Education's Infant and Toddler Learning and Development Foundations and the California Department of Education's Preschool and Transitional Kindergarten Learning Foundations, along with and the goals and philosophy of the Early Learning Education Program.

Ensure that child care routines are carried out in a warm and nurturing manner that is prompt and consistent with good child development practices and principles. This includes routines related to diapering, toileting, hand washing, eating, feeding, and napping, and adult-child interactions.

Ensure the safety of children through constant supervision, effective arrangement of space, proper maintenance of equipment, and regular practice of ~~fire drills and other~~ emergency procedures.

Assists in the operation of the program ~~classroom~~ in compliance with all child care licensing standards, including Education Code, Title 5 and Title 22, and district policies and procedures.

Assists in the creation of an inviting, ~~open~~, friendly, and cooperative atmosphere in which children and families feel comfortable and secure.

Assists in the creation of developmentally appropriate experiences that promote growth in individual children through two-way interactions and small group engagement activities.

~~Assists in creation of experiences that promote the emergent development of individual children through two-way interactions and small group engagement activities.~~

Ensure that parents/guardians receive relevant, adequate information about their child's experiences from the Early Learning Education Infant Instructor through daily oral and written communications.

Supports the maintenance of daily infant observational records.

~~Supports the maintenance of daily observational records designed to evaluate each individual infant and promote optimum development.~~

Promote and nurture parent/guardian-child bonding and relationships.

Maintains confidentiality regarding child/family information and any other sensitive matters.

REPRESENTATIVE DUTIES

Greet infants and their families parents warmly ~~and with enthusiasm each morning.~~

Assists in providing individualized daily care to each infant, including but not limited to diapering every 2 hours, changing soiled clothing, and feeding on demand in a warm, nurturing manner.

As a mandated reporter, ~~o~~Observe children to detect signs of illness, injury, abuse, neglect, emotional disturbance, or other special needs, and report these signs immediately to supervisors and child protective services (CPS).

~~Assists in writing observations for the Desired Results Developmental Profile assessment and help to assist in maintenance of records on each child's progress according to the child's age and development.~~

Provides first-aid and cares for ill or injured children students, as necessary.

Work as a member of a team to ensure continuity and a high standard of quality in the program. ~~all classrooms in the center.~~

Attends meetings, conferences, and in-service training programs as directed.

Support classroom inventory monitoring.

Performs clerical duties as assigned.

Performs other job-related duties as required ~~or assigned.~~

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to and takes direction from an Early Education-Learning Infant Instructor or other designated supervisor.

Internal Contacts: Continuing contact with students children, other school site personnel, as well as District Office personnel.

External Contacts: Continuing contacts with parents/guardians.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Infant care and development, and appropriate child development practices for children with special needs.

California Department of Education Infant and Toddler Learning Foundations framework.

Child guidance principles and practices.

General concepts of Early Childhood growth and development, and child behavior characteristics.

Oral and written communication skills.

Interpersonal relationship skills; using tact, patience, and courtesy, and confidentiality.

Basic-record-keeping techniques and data collection.

Federal, state and district rules and regulations.

ABILITY TO:

Learn and apply basic routines and requirements for children within the program.

Have a warm and supportive attitude and disposition toward working with ~~infants~~ children and their families.

Be reliable and flexible in receiving assignments or adapting to changes in the program.

Work effectively with individuals and groups of children.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Follow rules, regulations, policies and procedures, including the provisions of the Americans With Disabilities Act, the provisions of Title 5 and Title 22 of the California Social Services Department Regulations and Education Code related to the care and supervision on young children.

Maintains confidentiality and works with discretion.

Work effectively in a ~~multi-ethnic~~ diverse setting, and ~~be willing to work with students with special needs~~ children with all abilities.

~~Maintain a classroom and/or other assigned area~~ work environment in a clean, orderly, and

safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

Operate standard office and program equipment.

EDUCATION AND EXPERIENCE:

Applicants must have all of the following:

(1) Graduation from high school;

(2) Six (6) college semester core units in early childhood education, which must include a 3-unit course in the care and education of infants;

(3) An additional six (6) college semester core units in early childhood education within twelve months of employment;

(4) At least six months of demonstrated experience working with children 3 months to 5 years of age;

A child development permit is highly desirable.

Dual language is highly desirable.

Note: All coursework must be completed with a "C" or better from a regionally accredited college. Early childhood core courses must include (1) childhood growth & development, or human growth and development; (2) child/family/community, (3) introduction to curriculum, (4) principals and practices of teaching young children, (5) observation and assessment, (6) health safety and nutrition, (7) teaching in a diverse society, and (8) practicum. ~~or child and family relations; and programs/curriculum.~~

LICENSES AND OTHER REQUIREMENTS:

~~The possession of or the securing of a valid First Aid Certificate, or the completion of the Westminster School District basic first-aid training program, within thirty (30) days of employment in this classification.~~

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses) within thirty (30) days of employment in this classification.

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PREPARED BY: Classified Personnel Department

DATE: 04/30/2019

APPROVED BY: Personnel Commission

DATE: 04/30/2019

APPROVED BY: Board of Trustees

DATE: 06/06/2019

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.6– Approve revised job description for the Early Education Infant Instructor to Early Learning Infant Instructor

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Early Education Infant Instructor job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Early Learning Infant Instructor.

EARLY EDUCATION LEARNING INFANT INSTRUCTOR

BASIC FUNCTION:

Under general direction of the ~~Executive Director, Early Education & Expanded Learning~~ Supervisor of Early Learning or designee, is responsible for supervising, managing, and providing an educational program for children between the ages of three (3) months and eighteen (18) months; direct the activities of an Early Education Learning Infant Assistant. This classification is assigned to a work schedule consistent with the needs of the Early Education Learning Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

~~An Early Education Infant Instructor is responsible for providing developmentally appropriate educational programs and activities for assigned infants; assuring that activities are carried out in accordance with established policies and procedures; making sure that programs/activities are relevant to the age of the children assigned, and that discipline and safety procedures are maintained in an age-appropriate manner.~~

ESSENTIAL DUTIES:

Provide assistance in planning and conducting an effective early education and care program to meet the physical, social, emotional, and intellectual needs of children between the ages of three (3) months and eighteen (18) months. This is done based on the California Department of Education's Infant and Toddler Learning and Development Foundations and the California Department of Education's Preschool and Transitional Kindergarten Learning Foundations, along with the goals and philosophy of the Early Learning Education Program.

Involve families in activities.

REPRESENTATIVE DUTIES:

~~Plan and conduct an effective early education and care program to meet the physical, social, emotional and intellectual needs of children between the ages of three (3) months and eighteen (18) months. This is done based on California Department of Education's Infant and Toddler Learning and Development Foundations and the goals and philosophy of the Westminster School District Early Education Program.~~

Ensure that child care routines are carried out in a warm and performed in a responsive nurturing manner that is prompt and consistent with research proven child development practices and principles. This includes routines related to toileting, diapering, hand washing, eating, napping and adult-child interactions.

Ensure the safety of children through consistent active supervision, effective arrangement of space, proper maintenance of equipment, and regular practice of emergency procedures.

52 Operate the classroom in compliance with all child care licensing standards, including
53 Education Code and district policies and procedures.

54
55 Create an open, friendly, and cooperative atmosphere in which children and families feel
56 comfortable and secure.

57
58 Provide experiences that promote the emergent development of individual children through
59 ~~two-way~~ interactions and small group engagement activities.

60
61 Ensure that parents/guardians receive adequate information about their child's experiences
62 through daily oral ~~and~~ or written communications.

63
64 Maintain daily observational records designed to ~~evaluate~~ support each individual infant/child
65 and promote optimum development.

66
67 Promote and nurture parent/guardian-child bonding and relationships.

68
69 Greet ~~infants~~ infant/child and their parents/guardians warmly and with enthusiasm. ~~each~~
70 ~~morning.~~

71
72 Provide individualized care to each infant/child, including but not limited to toileting, diapering
73 every 2 hours, changing soiled clothing, and feeding on demand in a warm nurturing manner.

74
75 ~~Observe~~ Perform daily health check of children to detect signs of illness and, injury, ~~abuse,~~
76 ~~neglect, emotional disturbance, or other special needs, and report~~

77
78 Report unusual incidents of abuse, neglect, emotional disturbance and/or other needs ~~these~~
79 ~~signs~~ immediately to supervisors, and child protective services (CPS) per mandated reporting
80 laws.

81
82
83 Coordinates, ~~directs~~ guides, and ~~evaluates~~ supports the activities of an assigned Early Education
84 Learning Infant Assistant, parents/guardians, and/or volunteers in carrying ~~implementing~~ out
85 ~~educational programs, and classroom activities.~~

86
87 ~~Performs~~ Conducts written observations for the Desired Results Developmental Profile
88 assessment and maintains records on each child's progress according to the child's age and
89 development; discusses relevant data or information with the child's parents/guardians.

90
91 Conducts parent/guardians conferences twice per year, using the data from the Desired Results
92 Developmental Profile.

93
94 Summarizes Desired Results Developmental Profile data on children, to create and implement
95 an annual action plan.

96
97 Provides CPR/first-aid and cares for ill or injured ~~students~~ children, ~~as necessary.~~

98
99 Work as a member of a team to ensure continuity and a high standard of quality in all
100 ~~classrooms~~ program settings.

101
102 Attends staff meetings, conferences, and in-service training programs as directed.

Performs clerical duties as assigned.

Performs other job-related duties as ~~required or assigned~~, ~~based on essential duties listed above~~.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to the Early ~~Education~~ Learning Program Supervisor or designee for direction and overall supervision. May provide work ~~direction~~ guidance to an Early ~~Education~~ Learning Infant Assistant.

Internal Contacts: Frequent contact with children, an Early ~~Education~~ Learning Infant Assistant, the Early ~~Education~~ Learning Program Supervisor, or the ~~Executive Director, Early Education & Expanded Learning~~ designee, school principal, special education specialists, custodian, and other school site/program personnel.

External Contacts: Continuing contact with parents/guardians, State and county offices of education.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Infant care and development, and appropriate child development practices for ~~special needs~~ all children.

California Department of Education Infant and Toddler Learning Foundations.

Child guidance principles and practices.

Principles and practices of supervision and training.

Oral and written communication skills.

Interpersonal ~~relationship~~ skills; using tact, patience, and courtesy and confidentiality.

Basic-Record ~~record~~-keeping techniques.

ABILITY TO:

Have a warm and supportive attitude and disposition toward working with infants and their families.

Be reliable and flexible in receiving assignments or adapting to changes in the program.

Coordinate and ~~supervise~~ guide the activities of others.

Plan, organize, and conduct an a developmentally appropriate infant care program, based on the developmental needs of individual children.

Work effectively with individuals and groups of children.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Read, interpret understand, and follow rules, regulations, policies, and procedures, including the provisions of the Americans With Disabilities Act, the provisions of Title 5 and Title 22 of the California Social Services Department Regulations, and Education Code related to the care and supervision of young children.

Prepare and maintain ~~simple~~ records and reports.

Maintains confidentiality and works with discretion.

Work effectively in a ~~multi-ethnic~~ diverse setting, and be willing to work with all children. ~~students with special needs.~~

Maintain a ~~classroom and/or other~~ assigned area in a clean, orderly, and safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

EDUCATION AND EXPERIENCE:

~~Applicants must have all of the following:~~

~~-~~

~~(1) Graduation from high school~~

~~(2) Fifteen college semester units in early childhood education which must include a 3-unit course in the care and education of infants~~

~~(3) At least two years of demonstrated experience working with children 3 months to 5 years of age~~

~~-~~

~~Note: All course work must be completed with a grade of "C" or better from a regionally accredited college. Early childhood courses must include childhood growth & development or human growth and development; child/family/community or child and family relations; and programs/curriculum.~~

Graduation from high school and an additional early education curriculum-related course;

supplemented by twelve (12) ECE/CD, including accredited college units in child development, child growth and development, child/family/community programs/curriculum Early Education core courses which must include a 3 unit course in the care and education of infants, plus fifty (50) one hundred and seventy five (175) days of three plus (3+) hours per day within two (2) four (4) years of experience.

Or

Complete an associate degree or higher in early childhood education or child development or a related field, and complete three semester units or four quarter units of supervised field experience in an early childhood education setting

—— Child Development Associate (CDA) Credential. CDA Credential must be earned in California.

Or

—— CCTC approved training.

Note: All coursework must be completed with a "C" or better from a regionally accredited college. Early childhood core courses must include (1) childhood growth & development, or human growth and development; (2) child/family/community, (3) introduction to curriculum, (4) principals and practices of teaching young children, (5) observation and assessment, (6) health safety and nutrition, (7) teaching in a diverse society, and (8) practicum.

Dual language is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

Possession of a Child Development Teacher Permit or Child Development Associate Permit, or eligibility to receive such a permit.

Must demonstrate progress towards a Child Development Teacher Permit per the regulations required of the CCTC.

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses) within thirty (30) days of employment in this classification.

~~The possession of or the securing of a valid First Aid Certificate, or the completion of the Westminster School District basic first-aid training program, within thirty 30 days of employment in this classification.~~

~~The possession of, or the securing of a valid CPR Certificate, or the completion of the Westminster School District training program within thirty 30 days of employment in this classification.~~

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PREPARED BY: Classified Personnel Department

DATE: 04/30/2019

APPROVED BY: Personnel Commission

DATE: 04/30/2019

APPROVED BY: Board of Trustees

DATE: 06/6/2019

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.7– Approve revised job description for the Early Education Instructor to Early Learning Instructor

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Early Education Instructor job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Early Learning Instructor.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

EARLY EDUCATION-LEARNING INSTRUCTOR

BASIC FUNCTION:

Under general direction of the Supervisor of Early Learning or designee, is responsible for supervising, managing, and providing an educational program for children between eighteen (18) months and five (5) years of age; may direct the activities of an Early Education- Learning Assistant. This classification is assigned to a work schedule consistent with the needs of the Early Education-Learning Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

~~An Early Education Instructor is responsible for providing developmentally appropriate educational programs and activities for assigned preschool aged children; assuring that activities are carried out in accordance with established policies and procedures; making sure that programs/activities are relevant to the age of the children assigned, and that discipline and safety procedures are maintained in an appropriate manner. The Early Education Assistant is an entry-level position in the District's Early Education program. The position generally serves under the direction and provides assistance to an Early Education Instructor or other assigned supervisor.~~

ESSENTIAL DUTIES:

Provide assistance in planning and conducting an effective early education and care program to meet the physical, social, emotional, and intellectual needs of children between the ages of three (3) months and eighteen (18) months. This is done based on the California Department of Education's Infant and Toddler Learning and Development Foundations and the California Department of Education's Preschool and Transitional Kindergarten Learning Foundations, along with the goals and philosophy of the Early Learning Education Program.

Involve families in activities.

REPRESENTATIVE DUTIES:

Plans, organizes, schedules, and supervises ~~classroom~~ activities, field trips, cultural events, social experiences, parental involvement, and related activities.

Prepares developmentally appropriate activities and experiences for children between eighteen (18) months and five (5) years of age.

Coordinates, directs, and evaluates the activities of an assigned Early Education-Learning Assistant and/or parent/guardian volunteers in carrying out educational programs and ~~classroom~~ activities.

Answers questions and provides information, assistance, and instructions to an assigned Early Education Learning Assistant or parent/guardian volunteer; plans and ~~lays out~~ guides job duties, as necessary.

Observes and guides the interaction of children with ~~with~~ each others, and ~~with adults with who they come in contact.~~

Observes and supervises the children's use of equipment and materials; including, but not limited to, the manner in which the children participate in nutritional experiences.

Engages in the learning process with children and closely supervises them in ~~the classroom and outdoors~~ program settings.

Performs written observations for the Desired Results Developmental Profile assessment and maintains records on each child's progress according to the child's age and development; discusses relevant data or information with the child's parents/guardians.

Conducts parent/guardian conferences twice per year, using the data from the Desired Results Developmental Profile.

Summarizes Desired Results Developmental Profile data on ~~students~~ childrens, to create and implement an annual action plan.

Enforces Early Education Learning Program rules, and reports breach in conduct or misuse of equipment and materials to the Early Education Learning Program Supervisor.

~~and uses~~ Uses Positive Behavior Intervention Supports (PBIS) strategies with children.

Maintains assigned work areas in a neat and orderly condition and attends to the personal needs of assigned children, including assisting with toileting or changing diapers or soiled clothing.

Serves or assists children with serving snacks and meals for themselves, as appropriate; clean up serving areas after meals, sit and eat with children to model good manners and healthy food choices during family--style eating; guide children in cleanup activities following meals and snacks.

Monitors and Ensures the health and safety of assigned children by following health and safety rules and procedures.

Provides first-aid and cares for ill or injured students, as necessary, with proper documentation and notification, ~~as necessary.~~

Provides information to parents/guardians and visitors regarding specific children's activities, including techniques used in working with individuals and small groups of children; participates in parent/guardian conferences and/or general ~~parent~~ orientations.

Prepares and maintains accurate records including child observations, lesson plans, and attendance, ~~using proper spelling and accurate calculations.~~

Attends staff meetings, conferences, and in-service training programs as directed.

Performs clerical duties as assigned.

Performs other job-related duties as ~~required~~ or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to the Early Education Learning Program Supervisor or designee, for direction and overall supervision. May provide work ~~direction~~ guidance to an Early Education Learning Assistant.

Internal Contacts: Frequent contact with children, an Early Education Learning Assistant, the Early Education Learning Program Supervisor, or designee, the Executive Director, Early Education & Expanded Learning, school principal, special education specialists, custodian, and other school site /program personnel.

External Contacts: Continuing contact with parents /guardians.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Early childhood development, and appropriate child development practices for ~~special needs~~ all children.

Child guidance principles and practices.

~~Basic subjects taught in primary grades, such as mathematics, grammar, spelling, reading, writing, as well as physical and motor skill development.~~

Principles and practices of supervision and training.

Oral and written communication skills.

Interpersonal ~~relationship~~ skills; using tact, patience, and courtesy and confidentiality.

~~Basic record~~ Record-keeping techniques.

ABILITY TO:

Coordinate and ~~supervise~~ guide the activities of others.

Assign, review, and inspect support the work performed by subordinate assistive personnel.

Plan, organize, and conduct an a developmentally appropriate early education learning program, ~~including classroom and playground activities.~~

Work effectively with individuals and groups of children.

151 Establish and maintain cooperative and effective working relationships with others.

153 Communicate effectively both orally and in writing.

155 Understand and follow both oral and written directions.

157 Read, interpret understand, and follow rules, regulations, policies, and procedures, including the provisions of the Americans With Disabilities Act, the provisions of Title 5 and Title 22 of the California Social Services Department Regulations, and Section 504 of the Rehabilitation Act.

161 Prepare and maintain ~~simple~~ records and reports.

163 Maintains confidentiality and works with discretion.

165 Work effectively in a ~~multi-ethnic~~ diverse setting, and be willing to work with all children students ~~with special needs~~.

167 Maintain a ~~classroom and/or other~~ assigned area in a clean, orderly, and safe condition.

170 Assist children with personal needs.

172 Learn and administer first-aid and CPR techniques.

174 Work independently with minimal or no direction.

177 EDUCATION AND EXPERIENCE:

179 Any combination equivalent to: ~~[1] graduation from high school and an additional early education curriculum-related course; supplemented by twelve (12) ECE/CD including accredited college units in child development, child growth and development, child/family/community programs/curriculum, plus fifty (50) days of three plus (3+) hours per day within two (2) years experience; or [2] Child Development Associate (CDA) Credential. CDA Credential must be earned in California; or [3] CCTC approved training.~~

- 186
- 187 1. Graduation from high school and an additional early education curriculum-related
188 course; supplemented by twelve (12) ECE/CD, ~~including accredited college units in~~
189 ~~child development, child growth and development, child/family/community~~
190 ~~programs/curriculum~~ Early Education core courses, plus fifty (50) one hundred and
191 seventy five (175) days of three plus (3+) hours per day within ~~two (2)~~ four (4) years
192 of experience.

193 Or

- 194 2. Complete an associate degree or higher in early childhood education or child
195 development or a related field and complete three semester units or four quarter units
196 of supervised field experience in an early childhood education setting
- 197 ~~2. Child Development Associate (CDA) Credential. CDA Credential must be earned in~~
198 ~~California.~~

199 Or

200 3. ~~CCTC approved training.~~

201
202
203 Note: All coursework must be completed with a "C" or better from a regionally accredited
204 college. Early childhood core courses must include (1) childhood growth & development, or
205 human growth and development; (2) child/family/community, (3) introduction to curriculum, (4)
206 principals and practices of teaching young children, (5) observation and assessment, (6) health
207 safety and nutrition, (7) teaching in a diverse society, and (8) practicum.

208
209 Dual language is highly desirable.

210 4.

211
212 **LICENSES AND OTHER REQUIREMENTS:**

213
214 Possession of a Child Development Teacher Permit or Child Development Associate Permit, or
215 eligibility to receive such a permit.

216
217 Must demonstrate progress towards Child Development Teacher Permit per the regulations
218 required of the CCTC.

219
220 The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the
221 Westminster School District CPR training program, (Emergency Medical Services Authorized
222 Certificate or approved courses) within thirty (30) days of employment in this classification.

223 ~~The possession of or the securing of a valid First Aid Certificate, or the completion of the~~
224 ~~Westminster School District basic first aid training program, within thirty 30 days of employment~~
225 ~~in this classification.~~

226
227 ~~The possession of, or the securing of a valid CPR Certificate, or the completion of the~~
228 ~~Westminster School District training program within thirty 30 days of employment in this~~
229 ~~classification.~~

230
231
232 **PHYSICAL DEMANDS:**

233
234 ~~While performing the duties of this job, the employee is regularly required to use hands to finger,~~
235 ~~handle or feel, as well as being able to talk and hear. The employee frequently is required to sit~~
236 ~~and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel,~~
237 ~~crouch and move rapidly. The employee must frequently lift and/or move items weighing up to~~
238 ~~25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision~~
239 ~~abilities required by this job include close vision, distance vision, color vision, peripheral vision,~~
240 ~~depth perception and ability to adjust focus.~~

241
242 While performing the duties of this job, the employee is regularly required to do the following:

- 243 • Grasp, grip, handle, or use hands for fine motor tasks.
- 244 • Frequently required to sit and reach with hands and arms.
- 245 • Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move
- 246 rapidly.
- 247 • Frequently talk, hear, and listen.
- 248 • Occasionally push and pull.

- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
 - Frequently lift and/or move objects weighing up to 25 pounds.
 - Occasionally lift and/or move objects weighing up to 60 pounds.
 - Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
-

PREPARED BY:	Classified Personnel Department	DATE: 06/24/1995
APPROVED BY:	Board of Trustees	DATE: 07/18/1991
APPROVED BY:	Personnel Commission	DATE: 07/25/1995
REVISED BY:	Personnel Commission	DATE: 06/22/2004
REVISED BY:	Personnel Commission	DATE: 11/18/2014
REVISED BY:	<u>Personnel Commission</u>	DATE: <u>04/28/2026</u>



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.8– Approve revised job description for the Extended School Program Facilitator

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Extended School Program Facilitator job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Extended School Program Facilitator.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

EXTENDED SCHOOL PROGRAM FACILITATOR

BASIC FUNCTION:

Under general direction, this position is responsible for facilitating, managing, and providing activities that expand upon the content of the regular school day for elementary and middle school students; may ~~direct~~ guide the activities of other Extended School Program personnel. This classification is assigned to a work schedule consistent with the operation of the Extended School Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

~~An Extended School Program Lead Facilitator is responsible for providing educational activities for assigned students in the Extended School Program; ensuring that activities are carried out in accordance with applicable laws, procedures and regulations; making sure that discipline and safety procedures are maintained in an appropriate manner. An Extended School Program Facilitator is the entry-level classification in the District's Extended School Program.~~

ESSENTIAL DUTIES:

Assists other personnel to record observational evidence of assigned students utilizing the Desired Results Developmental Profiles.

Plans, organizes, and facilitates activities designed to promote the physical, creative, social skills and well-being of students ~~as many as twenty (20) students at a time.~~

Support and supervise groups of students within program standards.

Interacts with students in ways that promote collaboration and expand student thinking and helps to build life and career skills.

Facilitates and directs the educational activities for assigned students; ensures students are signed in and out of the program each day upon arrival and departure; reports all student absences to ~~site~~ Site supervisor Supervisor or Lead Facilitator immediately.

Prepares expanded learning materials that support the academic content of the school day, promotes physical fitness and creativity; provides assistance to students; creates and maintains -students' interests in age appropriate activities and experiences.

Adapts activities to accommodate all ~~students with special needs.~~

~~Supervises and engages with students in playground activities; ensuring compliance with playground safety standards.~~

CLASSIFICATION STATEMENT — EXTENDED SCHOOL PROGRAM FACILITATOR

Page 2

- 51 Maintains assigned work areas and facilities in a neat and orderly condition.
52
53 ~~; cleans up students, clothes and facilities as necessary and attends~~ Attends to the personal
54 needs of assigned students.
55
56 Serves snacks and other meals, as appropriate; cleans up serving area after meals following
57 District guidelines.
58
59 Provides assistance, supervision, to ensure safety and engagement on field trips.
60
61 Ensures the health and safety of assigned students by following health and safety rules and
62 regulations.
63
64 ~~Administers and logs medication in accordance with District procedural guidelines.~~
65
66 Assist in establishing ~~Establishes~~ student records for all assigned students, and records
67 observations relative to their participation, behavior and related matters; provides information
68 to parents and/or legal guardians regarding their child's activities, including techniques used
69 in working with individuals and small groups of students; participates in parent/guardian
70 conferences and/or general ~~parent~~-orientations.
71
72 Attends staff meetings, conferences and in-service training programs, as directed.
73
74 Performs clerical duties, as assigned.
75
76 Provides CPR, ~~first-aid~~ and cares for ill or injured students as necessary.
77
78 Assists in setting-up, organizing, and maintaining equipment and supplies.
79
80 Performs other job-related duties as ~~required or assigned~~.

ORGANIZATIONAL RELATIONSHIPS:

- 85 Supervision: Reports to the Extended School Program Supervisor. Receives ~~direction~~
86 guidance from an Extended School Program Site Supervisor, Extended
87 School Program Lead Facilitator or other designated supervisor.
88
89 Internal Contacts: Frequent contact with students, Extended School Program personnel,
90 Extended School Program Site Supervisor, ~~Executive Director, Early~~
91 ~~Education and Expanded Learning~~ District personnel, school principal,
92 custodians, and other school site personnel.
93
94 External Contacts: Continuing contact with parents and/or legal guardians and volunteers.

KNOWLEDGE AND ABILITIES:

CLASSIFICATION STATEMENT—EXTENDED SCHOOL PROGRAM FACILITATOR

Page 3

KNOWLEDGE OF:

Strategies to motivate and redirect elementary and middle school students.

Appropriate child development practices for elementary and middle school students, especially in the areas of cognitive development, socialization, and physical fitness, for all students ~~including students with special needs.~~

Basic health and nutritional requirements for elementary and middle school students.

Child guidance principles and practices.

Basic subjects taught in primary grades, such as mathematics, grammar, spelling, reading, writing, as well as physical and motor skill development.

Basic technology skills.

Oral and written communication skills.

Interpersonal ~~relation~~ skills; using tact, patience, ~~and courtesy~~ and confidentiality.

Basic record-keeping techniques.

ABILITY TO:

Familiarize ~~Learn~~ and follow the Extended School Program rules and procedures.

Learn and apply basic routines and requirements for elementary and middle school students.

Guide students by using Positive Behavior and Intervention Support (PBIS) strategies.

Work effectively in a ~~multi-cultural~~ diverse setting and be willing to work with all students ~~with special needs.~~

Establish and maintain effective working relationships with, students, parents/guardians, supervisors, and other school district personnel.

Maintain assigned equipment, supplies, and working areas in a clean, safe, and orderly condition.

Maintain confidentiality and work with discretion.

Understand and follow both oral and written directions.

Learn and administer first-aid and CPR techniques.

EDUCATION AND EXPERIENCE:

CLASSIFICATION STATEMENT — EXTENDED SCHOOL PROGRAM FACILITATOR

Page 4

1. Graduation from high school and 6 units in child development, physical education, recreation, or closely related subjects and must be 18 years old.
- OR
2. Graduation from HS or GED and pass a rigorous local exam measuring knowledge of and ability to assist in teaching reading, writing, and math and demonstrate experience in working with children in an organized setting or learning situation.
- AND
3. Preferred 6 months of demonstrated experience working with school-age children.

LICENSES AND OTHER REQUIREMENTS:

~~The possession of/or securing of a valid First-aid Certificate or the completion of the Westminster School District basic first-aid training program, within thirty (30) days of employment in this classification.~~

~~The possession of/or securing of a CPR Certificate, or the completion of the Westminster School District CPR training program, within thirty (30) days of employment in this classification.~~

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within thirty (30) days of employment in this classification.

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

~~CLASSIFICATION STATEMENT—EXTENDED SCHOOL PROGRAM FACILITATOR~~

~~Page 5~~

PREPARED BY: Classified Personnel Department **DATE:** 06/24/1995

APPROVED BY: Board of Trustees **DATE:** 07/18/1991

APPROVED BY: Personnel Commission **DATE:** 07/25/1995

REVISED BY: Personnel Commission **DATE:** 11/14/2014

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.9– Approve revised job description for the Extended School Program Lead Facilitator

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Extended School Program Lead Facilitator job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Extended School Program Lead Facilitator.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

EXTENDED SCHOOL PROGRAM LEAD FACILITATOR

BASIC FUNCTION:

Under general direction, this position is responsible for facilitating, managing, and providing activities that expand upon the content of the regular school day for elementary and middle school students; may direct guide the activities of other Extended School Program personnel. This classification is assigned to a work schedule consistent with the operation of the Extended School Program, which may differ from the regular school district calendar and work schedule.

DISTINGUISHING CHARACTERISTICS:

~~An Extended School Program Lead Facilitator is responsible for providing educational activities for assigned students in the Extended School Program; ensuring that activities are carried out in accordance with applicable laws, procedures and regulations; making sure that discipline and safety procedures are maintained in an appropriate manner. An Extended School Program Facilitator is the entry-level classification in the District's Extended School Program.~~

ESSENTIAL DUTIES:

Records observational evidence of assigned students utilizing the Desired Results Developmental Profiles.

Conducts parent/guardian conferences twice per year using the data from the Desired Results Developmental Profiles.

Interacts with students in ways that promote peer-collaboration and expand student thinking and helps to build life and career skills.

Assists in the summary of the Desired Results Developmental Profile data on students, as well as creates and implements annual action plans.

Plans, organizes, and facilitates activities designed to promote the physical, creative, social skills and well-being of students..

Supports and supervises groups of students within program standards.

~~Plans, organizes, and facilitates activities designed to promote cognitive, physical, social-emotional development, and the well being of as many as twenty (20) students at a time.~~

Facilitates and directs the educational activities for assigned students; ensures that the students are signed in and out of the program each day upon arrival and departure, and reports all student absences to site supervisor.

Answers questions and provides information, assistance, and instructions to assigned Extended School Program personnel relative to his/her/their activities and assignments; plans and lays out guides job duties as necessary; may serve as a peer-coach trainer.

CLASSIFICATION STATEMENT — EXTENDED SCHOOL PROGRAM LEAD FACILITATOR

~~Page 2~~

Prepares expanded learning materials that support the academic content of the school day, promote physical fitness and creativity; provides assistance to students; creates and maintains students' interests in age appropriate activities and experiences. Staff will adapt activities to accommodate all students with special needs.

Supervises and engages with students in playground activities; ensuring compliance with playground safety standards.

Maintains assigned work areas and facilities in a neat and orderly condition.

Attends to the personal needs of assigned students.

~~Maintains assigned work areas in a neat and orderly condition; cleans up students, clothes, and facilities as necessary and attends to the personal needs of assigned students.~~

Serves snacks and other meals, as appropriate; cleans up serving area after meals.

Provides assistance, supervision, to ensure safety and engagement on field trips.

~~Provides assistance, supervision and engagement on field trips.~~

Ensures the health and safety of assigned students by following health and safety rules and regulations.

Assumes the responsibilities of the site supervisor— under short-term circumstances in their absence.

Administers and logs medication in accordance with District procedural guidelines.

Assists in Establishes ~~establishing~~ student records for all assigned students, and records observations relative to their participation, behavior and related matters; provides information to parents and/or legal guardians regarding their child's activities, including techniques used in working with individuals and small groups of students; participates in parent/guardian conferences and/or general parent orientations.

Attends staff meetings, conferences, and in-service training programs as directed.

Performs clerical duties, as assigned.

Provides CPR, first-aid and cares for ill or injured students as necessary.

Assists in setting-up, organizing, and maintaining equipment and supplies.

Performs other job-related duties as required or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to the Extended School Program Supervisor. Receives direction

CLASSIFICATION STATEMENT — EXTENDED SCHOOL PROGRAM LEAD FACILITATOR

Page 3

from an Extended School Program Site Supervisor or other designated supervisor. May provide work ~~direction~~ guidance to Extended School Program personnel and/or volunteers.

Internal Contacts: Frequent contact with students, Extended School Program personnel, Extended School Program Site Supervisors, ~~Executive Director, Early Education and Expanded Learning~~ District personnel, school principal, custodians, and other school site personnel.

External Contacts: Continuing contact with parents and/or legal guardians and volunteers.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Strategies to motivate and redirect elementary and middle school students.

Appropriate child development practices for elementary and middle school students, especially in the areas of cognitive development, socialization, and physical fitness, ~~including~~ for all students, ~~with special needs.~~

Basic health and nutritional requirements for elementary and middle school students.

Child guidance principles and practices.

Basic subjects taught in primary grades, such as mathematics, grammar, spelling, reading, writing, as well as physical and motor skill development.

Program equipment and technology.

Oral and written communication skills.

Interpersonal ~~relations~~ skills; using tact, patience, and courtesy and confidentiality.

Basic record-keeping techniques.

ABILITY TO:

Coordinate and ~~supervise~~ guide the activities of others.

Plan, organize, and conduct classroom and playground activities.

Engage in problem solving efforts.

Guide students by using Positive Behavior and Intervention Support (PBIS) strategies.

Work professionally and effectively with individuals and groups of students.

CLASSIFICATION STATEMENT—EXTENDED SCHOOL PROGRAM LEAD FACILITATOR

Page 4

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Prepare and maintain accurate records and reports.

Maintain confidentiality and work with discretion.

Work effectively in a multi-ethnic diverse setting; and be willing to work with all students with special needs.

Maintain a classroom and/or other assigned area in a clean, orderly, and safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to: 24 units with at least 12 units in child development, or closely related subjects and one (1) year experience working with school-aged children.~~

1. 24 college units with at least 12 semester units of course work in early childhood education or child development (excluding field work), including at least one course of at least three semester units in each of the following core areas: (a) Child/human growth and development. (b) Child, family, and community, or child and family relations. (c) Programs/curriculum (6 of the 12 semester units in early childhood/child development must be in school age course work).

And

2. One year experience working with school-aged children.

OR

1. AA degree in child development and completion of at least 50 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last two years. This experience must be verified by submitting an original letter from the employer on official letterhead.

2. ~~AA degree in child development and fifty (50) days or more of three plus (3+) hours per day within the past one (1) year of experience.~~

LICENSES AND OTHER REQUIREMENTS:

CLASSIFICATION STATEMENT -- EXTENDED SCHOOL PROGRAM LEAD FACILITATOR

Page 5

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within thirty (30) days of employment in this classification.

~~The possession of or the securing of a valid First-aid Certificate, or the completion of the Westminster School District basic first-aid training program, within thirty (30) days of employment in this classification.~~

~~The possession of or the securing of a CPR Certificate, or the completion of the Westminster School District training program, within thirty (30) days of employment in this classification.~~

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

PREPARED BY: Classified Personnel Department

DATE: 06/24/1995

APPROVED BY: Board of Trustees

DATE: 07/18/1991

APPROVED BY: Personnel Commission

DATE: 07/25/1995

REVISED BY: Personnel Commission

DATE: 11/14/2014

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.10– Approve revised job description for the Extended School Program Site Supervisor

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Extended School Program Site Supervisor job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Extended School Program Site Supervisor.

1
2 **WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB**
3 **DESCRIPTIONS**

4
5 **EXTENDED SCHOOL PROGRAM SITE SUPERVISOR**

6
7 **BASIC FUNCTION:**

8
9 Under general direction, this position is responsible for the operation of a school site Extended
10 School Program; supervises the activities of assigned personnel; plans and directs educational
11 expanded learning programs for elementary and middle school students that expand upon the
12 content of the regular school day; manages a site budget and budgeted expenditures. This
13 classification is assigned to a work schedule consistent with the operation of the Extended
14 School Program, which may differ from the regular school district calendar and work schedule.
15

16 **DISTINGUISHING CHARACTERISTICS:**

17
18 ~~The Extended School Program Site Supervisor is responsible for serving in a lead capacity at~~
19 ~~an assigned Extended School Program site, implementing the expanded learning program's~~
20 ~~goals and providing direction to assigned Extended School Program personnel. The Extended~~
21 ~~School Program Supervisor is responsible for directing and supervising the expanded learning~~
22 ~~activities of the Extended School Program, including the supervision of assigned Extended~~
23 ~~School Program Lead Facilitators and Extended School Program Facilitators and other~~
24 ~~Extended School Program personnel.~~
25

26 **ESSENTIAL DUTIES:**

27
28 Designs, plans and directs the expanded learning activities of a school site Extended School
29 Program, including educational, social skills, and physical fitness activities for elementary and
30 middle school students.
31

32 Establishes and maintains daily programs and schedules that support the goals of the
33 Extended School Program.
34

35 Plans and supervises expanded learning programs that provide a ~~minds and hands-on~~
36 learning environment that expands upon the content of the instructional day for elementary and
37 middle school students.
38

39 Records observational evidence of assigned students utilizing the Desired Results
40 Developmental Profile (DRDP).
41

42 Ensures that parent/guardian conferences are conducted twice per year, using the data from
43 the Desired Results Developmental Profiles.
44

45 Summarizes Desired Results Developmental Data to create annual action plans.
46

47 Participates in program improvement efforts such as, but not limited to, Quality Standards of
48 California and Continues Continuous Quality Improvement (CQI) process.
49

CLASSIFICATION STATEMENT — EXTENDED SCHOOL PROGRAM SITE SUPERVISOR

Page 2

Ensures that the buildings and facilities are secured and locked in addition to making sure all safety protocols are being followed. ~~at the end of each day's use.~~

Orders and maintains an inventory of necessary supplies and materials for the site.

Ensures that enrollment and attendance policies are followed and ensures that assigned student records are up-to-date and accurate.

Ensures that expanded learning programs/activities are conducted in a safe manner, and in accordance with established site safety plan, rules, procedures, and laws.

Administers and logs student medications, in accordance with District procedural guidelines.

Holds regular meetings with assigned staff members; attends meetings and programs as directed or required, and participates in professional growth activities.

Provides first-aid and CPR, as well as cares for ill or injured students.

OTHER REPRESENTATIVE DUTIES:

Plans and schedules field trips, cultural events, and community service opportunities.

Provides positive contact with parents and/or legal guardians and creates family involvement opportunities.

May assist in the preparation of grant applications for funding the Expanded Learning Program.

Assists in the development and implementation of expanded learning program goals and objectives.

Assists in the evaluation process of the Extended School Program, and the achievement of predetermined student and staff outcomes (DRDP).

May ~~substitute~~ support for other Expanded Learning Program personnel as necessary.

Performs other job-related duties as ~~required~~ or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: (1) Reports to and receives direction from the Director of Expanded Learning ~~Executive Director, Early Education and Expanded Learning or~~ or the Extended School Program Supervisor; (2) Provides direction guidance to one or more Expanded Learning Program personnel, including an Extended School Program Lead Facilitator or an Extended School Program Facilitator.

Internal Contacts: Continuing contact with students enrolled in the District's Extended School Program, other expanded learning program staff members, as well as frequent contact with school site and District office personnel at all levels.

External Contacts: Continuing contact with parents and/or legal guardians; some contact with outside agency representatives and members of the general public.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The rules and regulations of the Extended School Expanded Learning Program, including familiarity with the provisions of the Education Codes, Health and Safety Regulations and District policies.

Daily practices and procedures for operating an elementary and middle school level expanded learning program.

Principles of child growth and development.

Appropriate child development practices for all students ~~with special needs~~.

Positive Behavior Intervention and Support (PBIS) strategies for elementary and middle school students.

Public and community relations skills.

Basic subjects taught in primary grades, such as mathematics, grammar, spelling, reading, writing, as well as physical and motor skill development.

Program equipment, software and technology.

Basic health and nutritional requirements for elementary and middle school students.

Preparation and maintenance of clear and accurate records and reports.

Principles and practices of ~~good~~ supervision and staff development training.

Interpersonal skills, including the use of tact, patience, and courtesy and confidentiality.

ABILITY TO:

Plan, organize, direct, and coordinate an expanded learning program that engages elementary and middle school students in year-round learning opportunities preparing them for college, career, and life.

143 Manage a program budget.

145 Work collaboratively with other employees.

147 Problem solve school site Extended School Expanded Learning Program issues.

149 Learn quickly and adjust to changing conditions.

151 Write effectively; prepare and present clear, concise reports.

153 Motivate, train and ~~direct~~ guide the activities of others expanded learning staff, including substitutes.

156 ~~Interpret~~ Follow and understand the provisions of law, rules, regulations, and district policies, and to communicate them to staff, other agencies, and the general public.

159 Establish and maintain cooperative and effective working relationships with others.

161 Generate ~~parental~~ family interest, and increase enrollment in the District's Extended School Program.

164 Participate in ~~weekly supervisor~~ team meetings and work professionally with others.

166 Learn and administer first-aid and CPR procedures.

168 Work independently and with minimal supervision and direction.

170 Maintain confidentiality and work with discretion.

172 Learn to work effectively in a ~~multi-cultural~~ diverse setting, and be willing to work with all students. ~~with special needs.~~

175 EDUCATION AND EXPERIENCE:

177 ~~Any combination equivalent to:~~

178 ~~[1] an Associate of Arts (AA) or sixty (60) units with twenty-four (24) ECE/CD units consisting~~
179 ~~of the following accredited college units: child development, child growth and development,~~
180 ~~child/family/community programs/curriculum, and child development curriculum related~~
181 ~~courses, sixteen (16) general education units, six (6) administration units, two (2) adult~~
182 ~~supervision units; plus three-hundred fifty (350) days of three plus (3+) hours per day within~~
183 ~~four (4) years including at least one hundred (100) days of supervising adults experience; or~~

185 ~~[2] a Bachelor's degree or higher with twelve (12) units of ECE, plus three (3) units supervised~~
186 ~~field experience in ECE setting; or~~

187 ~~[3] Administrative Credential with twelve (12) units of ECE, plus three (3) units supervised filed~~
188 ~~experience in ECE setting; or~~

189 ~~[4] Teaching Credential with twelve (12) units of ECE, plus three (3) units supervised field~~

experience in ECE setting; or
[5] CCTC approved training' or
[6] three (3) units in Child Development Administration, three (3) units ECE/CD or school-age children courses; nine (9) core units (or equivalent training hours) in recreation, physical education, human services, social welfare; or the possession of a Child Development Associate Permit.

LICENSES AND OTHER REQUIREMENTS:

Possession of a Child Development Supervisor Permit issued by The California Commission for Teacher Preparation and Licensing, or officially enrolled in a college program, demonstrating substantial progress towards obtaining a Child Development Supervisor Permit.

~~Possession of a valid California Driver's License and a reliable motor vehicle for personal transportation.~~

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within thirty (30) days of employment in this classification.

~~The possession or the securing of a valid First-aid Certificate, or the completion of the Westminster School District basic first-aid training program within thirty (30) days of employment in the classification.~~

~~The possession of or the securing of a valid CPR Certificate, or the completion of the Westminster School District training program, within thirty (30) days of employment in this classification.~~

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is~~

CLASSIFICATION STATEMENT — ~~EXTENDED SCHOOL PROGRAM SITE SUPERVISOR~~

Page 6

~~required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

PREPARED BY: Classified Personnel Department **DATE:** 05/20/2004

APPROVED BY: Board of Trustees **DATE:** 06/03/2004

APPROVED BY: Personnel Commission **DATE:** 11/14/2014

REVISED BY: Personnel Commission **DATE:** 04/25/2023

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.11– Approve revised job description for the Instructional Materials Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Instructional Materials Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Instructional Materials Assistant.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

INSTRUCTIONAL MATERIALS ASSISTANT

BASIC FUNCTION:

Under supervision of the Executive Director, Teaching and Learning Curriculum and Instruction or designee, assist the Instructional Media Technician-Textbook/Instructional Materials Technician in the acquisition, distribution and collection of library books, resource materials, and textbooks, and utilizing computerized system. Work in the textbook room and warehouse to receive and check-in new and circulated materials. Unpack, sort, organize and help distribute instructional materials and utilize technology systems.

ESSENTIAL DUTIES:

Contact school sites to obtain and distribute additional textbooks instructional materials as needed.

Using a computerized system technology, maintain records of instructional material as well as records of their usage by students and staff.

Distribute and collect instructional materials.

Utilizing a computerized system, check-in and check-out materials.

Plan, organize and prioritize own work despite many interruptions.

Assist Instructional Materials Textbook/Instructional Materials Technician in receiving; check and maintain inventory of instructional materials, organize materials; conduct periodic physical inventory.

Assist in filling requisitions; packing these supplies for delivery.

Maintain professionalism in the workplace and support and collaborate with team members.

Establish and maintain cooperative and effective working relationships with others.

Issue-Distribute materials upon request of students and staff.

OTHER REPRESENTATIVE DUTIES:

Maintain and repair textbooks, library books and other library materials as needed.

Participate in available in-service training programs and job-alike meetings as necessary or required.

CLASSIFICATION STATEMENT – INSTRUCTIONAL MATERIALS ASSISTANT

Perform other job-related duties as ~~required~~ or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to, receives direction from, and is evaluated by Executive Director of Teaching and Learning Curriculum and Instruction. Works collaboratively with and receives direction-guidance from Instructional Materials Textbook/Instructional Materials Technician.

Internal Contacts: Moderate contact with District library personnel and other school library/media center personnel and other District personnel.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

~~Computerized library circulation systems.~~

Standard library terminology, policies and procedures.

Various computer software programs including those commonly found in libraries/school database systems.

Filing and record keeping techniques.

Basic subjects taught in elementary and middle schools.

Safe practices for warehouse.

Reading and writing communication skills.

Oral and written communication skills.

Skills in interpersonal relations; using tact, patience and courtesy.

Standard American English usage, grammar, spelling, and punctuation.

Office methods and procedures.

ABILITY TO:

Maintain complex files and records.

Circulate instructional materials according to established procedures.

Operate a variety of office machines, including computer, copier and calculator equipment.

Establish and maintain ~~effective~~ professional working relationships with others.

CLASSIFICATION STATEMENT – INSTRUCTIONAL MATERIALS ASSISTANT

~~Operate a variety of software programs, including a computerized circulation system.~~

Communicate effectively both orally and in writing. Make arithmetic calculations quickly and accurately. Process incoming instructional materials.

Understand and follow oral and written directions.

Be responsible for daily instructional materials operations.

Work with ~~Instructional Materials~~ Textbook/Instructional Materials Technician in making materials maintenance decisions.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Graduation from high school plus college-level courses preferred; and/or one year of experience in a library assistant position; and/or warehouse experience.

PHYSICAL DEMANDS:

~~While performing duties of this job, the employee is regularly required to sit; repetitively use fingers on both hands simultaneously, reach with hands and arms; talk and communicate clearly and is able to understand normal voice conversation. The employee is frequently required to stand, walk, stoop, kneel, crouch and climb or balance. The employee must frequently and safely lift, carry and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus to see small details in an office environment.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision,

CLASSIFICATION STATEMENT – INSTRUCTIONAL MATERIALS ASSISTANT

peripheral vision, depth perception, and the ability to change focus.

- Frequently lift and/or move objects weighing up to 50 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

~~LICENSES AND OTHER REQUIREMENTS:~~

~~Possession and maintenance of a valid California Drivers License, and a reliable, insured motor vehicle for personal transportation.~~

PREPARED BY: Classified Personnel Department **DATE:** 12/06/2016

APPROVED BY: Personnel Commission **DATE:** 12/13/2016

APPROVED BY: Board of Trustees **DATE:**

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.12– Approve revised job description for the Library Media Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Library Media Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Library Media Assistant.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

LIBRARY MEDIA ASSISTANT

BASIC FUNCTION:

Assist students in the acquisition, distribution and collection of library books, resource materials and textbooks. Assist students in learning library skills and research skills. Schedules use of the library; textbook distribution, and collection; and textbook and library book inventories as needed. Performs related duties as required.

ESSENTIAL DUTIES:

Read to children students during classroom library visits.

Provide assistance and training to students in the use of the school library.; ~~in order to show them how to locate resource materials and books.~~

Schedule use of the library; textbook distribution and collection; and inventories as needed.

Contact other school sites and the District Library to obtain additional textbooks as needed.

~~Develop and conduct orientation programs and special skills classes for presentation throughout the year; coordinating such instruction with the school's faculty.~~ Develop and schedule special programs during the school year such as, Author's visits, Read Across America, Book Fairs or other programs as needed.

Assist in the selection of materials for inclusion in the school's library and media center.

Using a computerized system, maintain records of books and media as well as records of their usage by students and staff.

Issue materials upon request of students and staff; make suggestions regarding additional or alternative materials available on the same subjects.

Distribute and collect library books, and textbooks and other materials.

Utilizing a computerized system, maintain list of materials that are overdue for return; prepare and send out notices regarding overdue materials.

Plan and develop special interest centers, displays, and bulletin boards that are conducive to a good learning environment, and encourage children to enjoy the reading and learning opportunities available.

Maintain a friendly and helpful atmosphere to maximize timely and productive use of the library/media facilities.

OTHER REPRESENTATIVE DUTIES:

Assist teachers by securing and providing books and materials that encourage children to develop their reading, listening and viewing skills.

Assist with the maintenance and implementation of computerized, leveled reading programs, such as Accelerated Reader, including conducting assessments and assisting students with book selections.

Monitor student Internet access as designated by student Internet permission forms.

Maintain and repair textbooks, library books and other library materials as needed.

Assist with special events related to the library media center, such as the Author's Festival visits.

Participate in available in-service training programs and job-alike meetings as necessary or required.

Assist in the training and supervision of volunteer workers in the school library/media center.

Perform other job- related duties as ~~required~~ or assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to, receives direction from, and is evaluated by the school principal or designee to whom assigned.

Internal Contacts: Continuous contact with teachers and students; moderate contact with District library personnel and other school library/media center personnel.

External Contacts: Frequent contact with parents/guardians; moderate contact with vendors and the PTA; some contact with public library personnel, and book stores.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic library skills and its application to school library media center.

Computerized library circulation systems.

The Dewey Decimal System, library terminology and standard library practices and procedures.

Standard library terminology, policies and procedures.

CLASSIFICATION STATEMENT – LIBRARY MEDIA ASSISTANT

Page 3

- 98
99 Various computer software programs including those commonly found in libraries.
100
101 Bibliographic and reference materials.
102
103 Filing and record keeping techniques.
104
105 Basic subjects taught in elementary and middle schools, including mathematics including
106 arithmetic, grammar, spelling, writing, reading and middle school algebra.
107
108 Safe practices for in-classroom and library activities.
109
110 Reading and writing communication skills.
111
112 Oral and written communication skills.
113
114 Skills in interpersonal relations; using tact, patience and courtesy.
115
116 Standard American English usage, grammar, spelling, and punctuation.
117
118 Child behavior and educational needs.
119
120 Office methods and procedures.
121
122 ABILITY TO:
123
124 Maintain complex files and records.
125
126 Circulate materials, library books and textbooks according to established procedures.
127
128 Operate a variety of office machines, including typewriter, copier, calculator, FAX, computer work
129 station and audio/visual equipment. technology.
130
131 Establish and maintain effective working relationships with others.
132
133 Operate a variety of software programs, including a computerized circulation system.
134
135 Maintain records and prepare reports.
136
137 Communicate effectively both orally and in writing.
138
139 Make arithmetic calculations quickly and accurately.
140
141 Process incoming library, media and textbook materials.
142
143 Understand and follow oral and written directions.
144
145 File alphabetically and numerically with speed and accuracy.

CLASSIFICATION STATEMENT – LIBRARY MEDIA ASSISTANT

Page 4

Be responsible for daily library media center operations.

Assist in instruction in library skills.

Resolve circulation errors.

Assure overdue materials are returned.

Make materials maintenance decisions.

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to:~~

1. Graduation from high school plus college-level courses in basic library science and/or instructional media;

OR

and/or

2. one year of experience in a public or school library/media center in a clerical, resource or library assistant position.

CLASSIFICATION STATEMENT – LIBRARY MEDIA ASSISTANT

Page 5

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel. The employee frequently is required to sit, reach with hands and arms, and talk or hear. The employee is occasionally required to stand, walk, and climb or balance, stoop, kneel or crouch. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 50 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

LICENSES AND OTHER REQUIREMENTS:

~~Possession and maintenance of a valid California Drivers License, and a reliable, insured motor vehicle for personal transportation.~~

PREPARED BY:	Classified Personnel Department	DATE: 04/1993
APPROVED BY:	Board of Trustees	DATE: 05/1993
APPROVED BY:	Personnel Commission	DATE: 04/20/1993
REVISED BY:	Personnel Commission	DATE: 04/26/2005
REVISED BY:	Personnel Commission	DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.13– Approve revised job description for the Physical Education Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Physical Education Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Physical Education Assistant.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

PHYSICAL EDUCATION ASSISTANT

BASIC FUNCTION:

Under the direct supervision of the ~~Executive Director of Teaching and Learning~~ Curriculum and Instruction, or designee, provide support and paraprofessional work, assist the physical education teacher with instructional activities, and assist students to reinforce ~~material~~ instruction. ~~already presented through special efforts and repetitions.~~

ESSENTIAL DUTIES:

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

Assist the physical education teacher in performing specific job-related duties as assigned or undertaking specialized tasks.

Assist in establishing and maintaining standards of student behavior.

Assist the physical education teacher in creating an environment that is conducive to learning and appropriate to the maturity and interests of the students.

Assists in school wide emergency preparedness and procedures.

Alert the teacher to special needs of individual students.

Provide ~~escort and~~ assistance to children as necessary.

~~Prepares~~ Support lessons as directed by the teacher; administers and scores a variety of ~~tests~~ assessments.

Observes and ~~controls~~ manage the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior.

Assists students by providing proper examples, emotional support, a friendly attitude, and general guidance.

Confers, as needed, with teachers concerning programs and materials to meet student needs.

Help maintain physical education records for each student.

Take all necessary and reasonable precautions to ~~protect~~ ensure ~~students~~ student safety and protect, equipment, materials, and facilities.

CLASSIFICATION STATEMENT - PHYSICAL EDUCATION ASSISTANT

51
52 Ensure safety habits in organized physical education activities.

53
54 ~~Assist in the maintenance and storage of equipment.~~

55
56 Set up equipment for class.

57
58 ~~Help maintain order in the classroom; monitors students to keep them on tasks.~~

59
60 Participates in meetings and professional development as necessary.

61
62 Perform job-related work as assigned.

63 64 **KNOWLEDGE AND SKILLS:**

65
66 General knowledge of the practices, methods and techniques used in physical education
67 teaching.

68
69 Ability to maintain confidential files and information and to compile reports.

70
71 Skill in the use of physical education equipment.

72
73 Performs a variety of clerical duties in relation to student instruction, such as the preparation
74 of instructional materials, scoring tests assessments, recording grades and attendance, as well
75 as maintaining records and files.

76
77 Ability to operate standard office, ~~word~~ and data processing equipment.

78
79 Ability to establish and maintain effective working relationships with teachers, parents, students
80 and community.

81 82 83 **ORGANIZATIONAL RELATIONSHIPS:**

84
85 Supervision: (1) Is responsible to/evaluated by the ~~Executive~~ Director of
86 ~~Teaching/Learning~~ Curriculum and Instruction or designee.

87
88 (2) Receives supervision and direction from a certificated teacher or
89 supervisor to which assigned.

90
91 (3) May provide limited work direction and guidance to volunteers and student
92 helpers.

93
94 Internal (1) Continuous contact with students and teachers.

95 Contacts: (2) Continuing contact with the school principal and school office staff.

96
97 (3) Some contact with other instructional assistants, custodial employees, and
98

CLASSIFICATION STATEMENT - PHYSICAL EDUCATION ASSISTANT

noon duty personnel.

PHYSICAL DEMANDS:

Significant standing, walking, running, moving, climbing, carrying, bending, kneeling, crawling, reaching, handling, pushing, and pulling; ability to lift 25 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

EDUCATION AND EXPERIENCE:

High School Diploma or GED required and some experience in working with children. Some college level coursework in early childhood education, psychology, and/or coursework in kinesiology is desirable.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid CA driver's license.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is regularly exposed to outdoor weather conditions, loud noises, and multiple physical environments (blacktops, grass, fields, playground equipment, gymnasiums, and weight rooms).

PREPARED BY: Classified Personnel Department

DATE: 11/2018

APPROVED BY: Personnel Commission

DATE: 11/2018

APPROVED BY: Board of Trustees

DATE: 01/2019

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.14– Approve revised job description for the Testing Technician:
English Language Assessments for California (ELPAC)

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Testing Technician: English Language Assessments for California (ELPAC) job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Testing Technician: English Language Assessments for California (ELPAC).

TESTING TECHNICIAN: ENGLISH LANGUAGE ASSESSMENTS FOR CALIFORNIA

BASIC FUNCTION:

Under the direction of the ~~Executive Director, Accountability and Assessment~~ Equity or designee, responsible for organizing and facilitating District-wide English Language Proficiency assessments for California (ELPAC) testing process which includes organizing the administration of the ELPAC test, prepares and distributes materials and rosters, sets the student's testing schedules; maintains the site facility; serves as a liaison between the ~~Executive Director of Accountability and Assessment~~ Equity or designee and the ELPAC testers; trains and provides direction to the ELPAC testers; inputs scores into local data systems; other related duties as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Monitors the ELPAC testing at each school site, and during summer.

Coordinates staff to administer ELPAC testing.

Serves as a liaison between ELPAC testers at the site and ~~Executive Director of Accountability and Assessment~~.

Accesses the ELPAC website for current testing updates and changes.

Procures substitutes and administers the ELPAC test when necessary.

Ensures accuracy and maintains confidentiality of student test information.

Performs a variety of clerical duties related to the ELPAC testing such as the preparation of testing materials, maintaining records and files and necessary correspondence.

Participates in and performs a range of duties in the testing process: ~~such as reviewing testing tasks, scoring student tests, creating a database, forwarding the information to Accountability and Assessment~~ the Director, and packing and mailing/e-mailing of tests to the State designated agency and parents/guardians.

Maintains ELPAC calendar of timelines, sensitive dates and testing schedules.

Assists in training and provides work direction to those who administer the ELPAC test.

Plans, schedules, assigns and reviews the activities related to the testing process.

Ensures the completion of the testing process in a timely and efficient manner.

Participates in meetings, in-services and training programs.

Collects and forwards employee timesheets to Accountability and Assessment the department timekeeper for processing.

Operates an array of office technology machines such as a computer terminal, typewriter, calculator and copy machine.

OTHER REPRESENTATIVE DUTIES:

Maintains working environment in a safe, neat, sanitary and orderly manner.

Performs other job-related duties, as assigned.

Acts as a contact person with other districts to exchange ELPAC information.

ORGANIZATIONAL RELATIONSHIP:

Supervision: (1) Reports to, receives direction from and is evaluated by the Executive Director, Accountability and Assessment Equity or designee.
(2) Provides work direction and testing guidance to ELPAC testers.

Internal Contacts: (1) Continual contact with ELPAC testers
(2) Continual contact with school site personnel
(3) Continual contact with Executive Director and Accountability and Assessment Equity staff.
(4) ~~Coordinates testing with Office of Accountability and Assessment Secretary.~~

External Contacts: (1) Occasional contact with parents and/or guardians of children students taking the ELPAC test.
(2) Occasional contact with other school districts.

QUALIFICATIONS:

~~To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

ELPAC guidelines and scoring

~~Safe practices for in-classroom and playground activities.~~

Correct English usage, grammar, spelling, punctuation, and vocabulary.

104
105 Correct oral and written communications in English.
106
107 Record-keeping and filing techniques; preparation of reports and correspondence.
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109 ~~Microsoft Computer program~~
110
111 Research techniques
112
113 Appropriate interpersonal skills
114
115 ABILITY TO:
116
117 Perform accurate oral and written communications in English.
118
119 ~~Read, write, speak and communicate effectively in English.~~
120
121 Maintain harmonious relationships with children, parents, staff, and the public. Including
122 members of various ethnic communities, using tact, patience and courtesy.
123
124 Perform arithmetic calculations quickly and accurately.
125
126 Learn the procedures, functions, and limitations of assigned duties.
127
128 Operate instructional, office and audio-visual equipment.
129
130 ~~Operate a computer using Microsoft word and access the internet.~~
131
132 Perform routine clerical duties.
133
134 Establish and maintain simple records.
135
136 Read, interpret, and follow rules, regulations, policies and procedures.
137
138 Work confidentially with discretion.
139
140 Train and provide work direction to others ELPAC testing staff.
141
142 Plan, organize and lead work flow.
143
144 Ensure correct and efficient completion of the ELPAC testing process.
145
146 Read, interpret and apply safety and site regulations.
147
148 Write routine reports and correspondence.
149
150 Operate a vehicle and observe legal and defensive driving practices.
151
152 Establish and maintain cooperative and effective working relationships with others.
153
154 Write simple correspondence independently.
155

Understand and carry out ~~instructions furnished in written,~~ and oral instructions, or diagram form.

Recognize and solve problems in varying situations.

Analyze situations accurately and adopt an effective course of action.

EDUCATION AND EXPERIENCE:

Education: ~~Any combination equivalent to: graduation~~ Graduation from high school.

Experience: (1) ~~Two years of demonstrated experience in an organized setting or learning situation, working with children and people from a variety of cultures~~ in a learning environment.

And (2) One year general clerical experience involving typing, filing, record-keeping, preparing and composing reports.
~~and composing reports.~~

LICENSES AND OTHER REQUIREMENTS:

Possession and maintenance of a valid California Driver's License and available vehicle.

~~A reliable vehicle available for use in the performance of the duties and responsibilities assigned to this classification.~~

PHYSICAL DEMANDS:

~~A person employed in this classification is frequently required to stand, walk, stoop, kneel, crouch, climb balance and sit. The employee is regularly required to repetitively use fingers on both hands simultaneously or operate objects, tools or controls, reach with hands and arms; talk and communicate clearly. The employee must regularly lift and/or move items weighing up to 25 pounds without assistance. Specific vision abilities used while performing this job including close vision, distance vision, color vision, depth perception and the ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Work outdoors in different weather conditions for extended periods of time.

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WORK ENVIRONMENT:

While performing the duties of this job, the employee typically works in an office or school environment. The noise level is usually moderate.

PREPARED BY:	Classified Personnel Department	DATE: 05/2003
APPROVED BY:	Board of Trustees	DATE: 06/05/2003
APPROVED BY:	Personnel Commission	DATE: 06/05/2003
APPROVED BY:	Personnel Commission	DATE: 08/21/2018
APPROVED BY:	Personnel Commission	DATE: 03/28/2023
<u>REVISED BY:</u>	<u>Personnel Commission</u>	<u>DATE:</u> <u>04/28/2026</u>



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.15– Approve revised job description for the Textbook Instructional Materials Technician

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Textbook Instructional Materials Technician job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Textbook Instructional Materials Technician.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB
DESCRIPTION

TEXTBOOK/INSTRUCTIONAL MATERIALS TECHNICIAN

BASIC FUNCTION:

Under the direction of the Assistant Superintendent, Educational Services Director of Curriculum and Instruction or designee, performs a variety of clerical functions in the receipt, processing and distribution of textbooks and related instructional materials.

ESSENTIAL DUTIES:

Processes all orders for purchase of textbooks and related instructional materials; maintains copies of purchase orders and projected cost records.

Orders, receives, processes and assigns teacher editions of textbooks and other instructional materials.

~~;~~ ~~collects the~~ Supports Library Media Assistants with the distribution and collection of materials from teachers who leave the District or reassigned to other positions, and checks for completeness and usability before distributing to other teachers.

Contacts and/or corresponds with vendors and publishing company representatives.

Orders, receives, inspects, processes and distributes all incoming books, instructional materials and supplies; checks invoices for accuracy; forwards purchase orders and invoices to Accounting for purposes of payment.

Maintains and monitors state required textbook instructional materials.

~~Using~~ Uses ~~a computer~~ technology ~~work station~~ to maintain up-to-date records and accounts.

Prepares and maintains computer record of school and/or district inventory and other records related to textbooks, library books and instructional materials, including such information as date of receipt, receiving school site or location, projected period of usefulness or projected discard date, and actual date of discard or replacement; provides schools and others with reports as needed or requested.

Assists teachers, principals and others in locating and obtaining desired books and instructional materials.

Maintains work area/room in a clean, neat and orderly condition.

Operates a variety of office and other equipment, ~~including a computer work station, typewriter, calculator, and copier.~~

OTHER REPRESENTATIVE DUTIES:

Responds to phone calls, and provides information and assistance.

Delivers instructional materials to school sites as needed.

Assists with the training of Library Media Assistants.

Contacts book vendors and publishing company representatives to set up presentations for new book/material adoptions; requests samples for District preview and schedules review sessions of parents to staff; arranges displays. Assists in the selection and display of books and materials for exhibit, as required or directed.

Arranges for textbook or material presentation meetings for new adoptions, assures that appropriate equipment and materials are available, and greets vendors, publisher representatives and others.

~~Sets up meetings for publishing company representatives to inservice teachers on the use of new textbooks and materials.~~

~~May be required or directed to maintain~~ Maintains textbooks, and instructional materials for schools and the District.

Provides assistance in the District Library as needed.

Performs other job related duties as ~~required or assigned.~~

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to, receives direction from, and is evaluated by the Assistant Superintendent, Educational Services Director of Curriculum and Instruction or designee.

Internal Contacts: Regular contact with teachers, school library/media assistants, library clerk, library/instructional media assistant technician, school principals and other administrative personnel, parents/guardians, volunteers, as well as business, warehouse and other district staff members.

External Contacts: Frequent contact with textbook vendors and publishing company

representatives; some contact with the general public.

QUALIFICATIONS: ~~To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Filing systems and standard record-keeping methods.

Modern office practices, procedures and equipment, including the operation of a computer work station technology and other office equipment, including a typewriter, calculator, and copier.

Correct standard American English usage, grammar, spelling, punctuation, and vocabulary.

Terms and abbreviations used in the shipment and receipt of merchandise.

Basic arithmetic, including addition, subtraction, multiplication and division of both whole numbers and fractions, and use of percentages.

Oral and written communication techniques.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Order, receive, process and distribute textbooks and other materials in accordance with approved or established procedures, including on-line computerized access systems.

Operate a variety of office machines, including a computer work station, calculator, copier, and a typewriter and to type an acceptable rate of speed with accuracy from clear copy equipment.

Maintain records and prepare reports.

Compose appropriate correspondence independently.

Understand and follow oral and written directions.

Communicate effectively both orally and in writing.

Establish and maintain effective working relationships with others.

Lift objects weighing up to 50 pounds.

Make arithmetic calculations quickly and accurately.

File alphabetically and numerically with speed and accuracy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school, plus two years of professional work-related experience in clerical, library, media center, and/or warehouse work.

LICENSES AND OTHER REQUIREMENTS:

Possession and maintenance of a valid California Drivers License, and a reliable insured motor vehicle for personal transportation.

PHYSICAL DEMANDS:

~~While performing the duties of this job, an employee is regularly required to use hands to finger, handle or feel, and reach with hands and arms. An employee is frequently required to sit, talk and hear. The employee is occasionally required to stand, walk, climb or balance, stoop, kneel, and/or crouch. The employee must frequently lift and/or move objects weighing up to 25 pounds and occasionally lift and/or move objects weighing up to 50 pounds without assistance. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
 - Frequently required to sit and reach with hands and arms.
 - Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
 - Frequently talk, hear, and listen.
 - Occasionally push and pull.
 - Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
 - Frequently lift and/or move objects weighing up to 50 pounds.
 - Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 - Work outdoors in different weather conditions for extended periods of time.
-

WORK ENVIRONMENT:

Office environment; subject to occasional driving of a motor vehicle in the conduct of the work performed. The noise level in the work environment is usually moderate.

PREPARED BY: Classified Personnel Department **DATE:** 10/1997

APPROVED BY: Board of Trustees **DATE:** 06/1985

APPROVED BY: Personnel Commission **DATE:** 04/1985

REVISED BY: Personnel Commission **DATE:** 04/20000

REVISED BY: **Personnel Commission** **DATE:** **04/28/2026**



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.16– Approve revised job description for the Visual and Performing Arts Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Visual and Performing Arts Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Visual and Performing Arts Assistant.

VISUAL AND PERFORMING ARTS ASSISTANT —Elementary School

BASIC FUNCTION:

Under the direct supervision of the Director of Curriculum and Instruction, or designee, support the Visual and Performing Arts program to elementary school students, by providing instructional activities, and facilitating student engagement in Visual and Performing Arts.

ESSENTIAL DUTIES:

Facilitate visual and performing art lessons at elementary school sites.

Assist in establishing and maintaining standards of student behavior.

Create an environment that is conducive to learning and appropriate to the maturity and interests of the students.

Support ~~Deliver~~ classroom instruction and in preparation of ~~prepare~~ lesson plans and materials for classes in an assigned specialized subject-matter areas, s, ~~including media or visual arts.~~

Provide students with the necessary materials to participate in program assignments.

Assists in school-wide emergency preparedness and procedures.

Alert the teacher to the special needs of individual students.

Provide ~~escort and~~ assistance to children as necessary.

~~Prepares~~ Support lessons as directed by the teacher; administers and scores a variety of ~~tests~~ assessments.

Observe and ~~control~~ manage the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior.

Assists students by providing proper examples, emotional support, a friendly attitude, and general guidance.

Confers, as needed, with teachers concerning programs and materials to meet student needs.

Help maintain a variety of records for students, instruments, accessories, and supplies.

Take all necessary and reasonable precautions to ~~protect~~ ensure student safety and protects, equipment, materials, and facilities.

Assist in the organization, maintenance and storage of equipment.

Set up equipment for the class.

~~Help maintain order in the classroom; monitor students to keep them on task.~~

Participates in meetings and professional development as necessary.

Perform job related work as assigned.

~~Assist the Visual and Performing Arts teacher in performing specific duties as assigned or undertaking specialized tasks.~~

KNOWLEDGE AND ABILITIES:

General knowledge of the practices, methods, and techniques used in visual and performing arts.

Ability to maintain confidential files and information and to compile reports.

Skill in the use of visual and performing arts equipment.

Performs a variety of clerical duties in relation to student instruction, such as the preparation of instructional materials, scoring ~~tests~~ assessments, recording grades and attendance, as well as maintaining records and files.

Ability to operate standard office, ~~word~~ and data processing equipment.

Ability to establish and maintain effective working relationships with teachers, parents, students, and the community.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: (1) Is responsible to/evaluated by the Director of Curriculum and Instruction
or
designee.

(2) Receives supervision and direction from a certificated teacher or supervisor to which assigned.

(3) May provide limited work direction and guidance to volunteers and student helpers.

Internal (1) Continuous contact with students and teachers.
Contacts:

- (2) Continuing contact with the school principal and school office staff.
- (3) Some contact with other instructional assistants, custodial employees, and noon duty personnel.
-

PHYSICAL DEMANDS:

~~Ability to frequently stand, sit, reach, grasp, stoop, bend, twist, kneel, squat. Ability to push, pull, and/or move up to 25 lbs, and occasionally lift, push, pull, and/or move up to 50 pounds with assistance. Reasonable accommodations may be made to enable individuals with disabilities to perform essential tasks.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
 - Frequently required to sit and reach with hands and arms.
 - Often required to stand, bend, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
 - Frequently talk, hear, and listen.
 - Occasionally push and pull.
 - Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
 - Frequently lift and/or move objects weighing up to 25 pounds.
 - Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 - Work outdoors in different weather conditions for extended periods of time.
-

EDUCATION AND EXPERIENCE:

High School Diploma or GED required and some experience in working with children. Some college-level coursework in visual and performing arts is desirable. Experience in visual and performing arts is also desirable.

LICENSES AND OTHER REQUIREMENTS:

~~Possession of a valid CA driver's license.~~

PREPARED BY: Human Resources Department

DATE: 03/2024

APPROVED BY: Personnel Commission

DATE: 4/23/2024

APPROVED BY: Board Of Trustees

DATE: 5/23/2024

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.17– Approve revised job description for the Lead, Paraeducator Behavior and Instructional Support

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Lead, Paraeducator Behavior and Instructional Support job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Lead, Paraeducator Behavior and Instructional Support.

WESTMINSTER SCHOOL DISTRICT JOB DESCRIPTION

LEAD, PARAEDUCATOR BEHAVIOR AND INSTRUCTIONAL SUPPORT

BASIC FUNCTION:

Under the direction of a Behavior Program Supervisor ~~experienced in autism~~, and the general supervision of the Administrator, Student Services, assists with the coordination of the Applied Behavior Analysis (ABA) program, oversees activities of Paraeducator/Behavior and Instructional Support staff and provides training and instruction to entry level and less experienced Paraeducator/Behavior and Instructional Support staff, conducts scheduling and other organizational duties necessary for the functioning of the program and performs related work as assigned.

ESSENTIAL DUTIES:

Assist Paraeducator/Behavior and Instructional Support staff, with the implementation and reinforcement of ABA training, providing demonstration and instruction to less experienced aides through appropriate instructional methodologies and techniques such as modeling and/or shadowing.

Responds to emergency student behavior at sites and supports staff within a swift response time.

Observe drills and conduct probes to implement behavioral strategies and program modifications in accordance with the student's Individual Education Plan (IEP); report and provide input to certificated staff regarding student's performance, behavior and progress.

Act as a liaison between the Behavior Program Supervisor, and Paraeducator/Behavior and Instructional Support staff; ~~and staff~~ and other consultants/Student Services Administrators.

Determine supply and material needs necessary for program implementation. Collect and create materials needed for each individualized program.

Participate in on-going training programs with district employees, and West Orange County Consortium for Special Education (WOCCSE).

Provides Applied Behavior Analysis therapy, including intensive behavior intervention, to children students ~~diagnosed with autism~~.

Organizes and maintains program notebooks, materials, and confidential student records; utilizing a computer workstation and other office equipment.

Assures the health and safety of assigned students by following health and safety rules.

Collects data, and writes short narrative therapy reports regarding a child's progress and other interesting incidents; and submits the information to his/her supervisor for evaluation.

Work confidentially with discretion.

OTHER REPRESENTATIVE DUTIES:

May assist students in classroom activities and/or transferring students to and from busses, classrooms, and events.

May work with the children in their development of basic academic skills, psycho-motor skills, self-help skills, and social skills.

May serve as a substitute for an absent Paraeducator/Behavior and Instructional Support staff.

When working with children, implements behavioral strategies and program modifications in accordance with the students' Individual Education Plan (IEP).

May assist assigned children with basic care activities, including dressing, toileting, feeding, grooming and some medical needs.

Performs a variety of clerical duties in relation to student instruction and the creation and maintenance of files and records.

Performs other job-related duties as requested required.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports and is evaluated by- the Behavior Program Supervisor for work direction, particularly in the area of -Applied Behavior Analysis, and to the Administrator, Student Services

Internal Contacts: Continuous contact with members of the Special Education staff, including teachers, psychologists, therapists, specialists, the Student Services Administrators, school principals, and clerical support personnel.

External Contacts: Occasional contact with parents and/or legal guardians.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The general needs and behavior of children ~~diagnosed with autism~~; including an understanding of the children's unique learning needs.

Appropriate behavior management techniques and interventions for use with ~~special education~~ all students.

Applied Behavior Analysis methods and record keeping.

Effective training practices and principles.

Child guidance principles and practices, especially as they relate to ~~children diagnosed with~~

104 ~~autism~~ behavior intervention.

105
106 Basic subjects taught in elementary schools, including arithmetic, grammar, spelling, language,
107 and reading.

108
109 Safe practices for in-classroom and playground ~~recreational~~ activities.

110
111 Standard American English usage, grammar, spelling, punctuation, and vocabulary.

112
113 Reading and writing communication skills.

114
115 Oral and written communications skills.

116
117 Interpersonal skills; using tact, patience, and courtesy.

118
119 Record-keeping techniques.

120 ~~Record-keeping techniques, and use of computer software.~~

121
122 ABILITY TO:

123
124 Problem solve and use good judgment.

125
126 Provide direction and work guidance to others.

127
128 Motivate and guide the work of others.

129
130 Establish and maintain effective relationships with children ~~diagnosed with autism~~ and their
131 parents or guardians.

132
133 Supervise children ~~diagnosed with autism~~ without other direct assistance; demonstrating an
134 understanding, patient and receptive attitude toward assigned students.

135
136 Tutor individuals or small groups of students ~~diagnosed with autism~~ in general and special day
137 class placements.

138
139 Implement social skills training in accordance with a child's Individual Education Plan (IEP).

140
141 Implement- Applied Behavior Analysis techniques in accordance with prescribed procedures.

142
143 Be punctual, maintain ~~therapy~~ schedules, and keep children focused on assigned tasks for the
144 specified durations prescribed.

145
146 ~~Administer~~ Provide ~~non-corporal~~ discipline to assigned students in accordance with prescribed
147 procedures and approved policies.

148
149 Exercise flexibility, patience and sensitivity while working in difficult situations.

150
151 Utilize and apply speech and language and psycho-motor therapy techniques as prescribed.

152
153 Print and write legibly.

154
155 Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and ~~limitations~~ scope of assigned duties.

Understand and follow both oral and written directions.

Ability to write routine reports.

Communicate effectively with children and adults.

Operate a computer and other office equipment.

Read, interpret, and follow rules, regulations, policies and procedures.

Perform clerical duties, such as filing, duplicating, and maintaining simple records.

~~Work confidentially, with discretion.~~

Establish and maintain effective working relationships with other staff members.

EDUCATION AND EXPERIENCE:

Education

1. Completion of at least two years of study at an institution of higher education.

Or

2. Possession of an associate's degree or higher.

Or

3. Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local or state assessment that is appropriate to the responsibilities to be assigned to the paraprofessional.

~~1. High school diploma or its equivalent.~~

~~2.4.~~ College-level training in childcare, psychology, education, and training of atypical children preferred.

Experience

~~3.5.~~ One (1) year or more of related experience and/or training in working with special education students as a Paraeducator Instructional Support, or Paraeducator/Behavior and Instructional Support staff.

~~4.6.~~ Documented completion of 40 hours of Applied Behavior Analysis (ABA) training.

~~5.7.~~ Lead or Supervisory experience preferred.

~~Attendance at district-established ongoing training sessions and clinics is are requirement for continued employment.~~

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.

- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

~~While performing the duties of this job, the employee is regularly required to do the following:~~

- ~~• Grasp, grip, handle, or use hands for fine motor tasks.~~
- ~~• Frequently required to sit.~~
- ~~• Occasionally required to stand, walk, climb or balance, stoop, kneel, crouch, move rapidly, and run.~~
- ~~• Reach with hands and arms.~~
- ~~• Frequently talk, hear, and listen.~~
- ~~• Occasionally push and pull.~~
- ~~• Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.~~
- ~~• Frequently lift and/or move items weighing up to 25 pounds.~~
- ~~• Occasionally lift and/or move objects weighing up to 60 pounds.~~
- ~~• Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

LICENSES AND OTHER REQUIREMENTS:

~~Possession of a valid California driver's license and insurability by the District's liability carrier.~~

Attendance at district-established ongoing training sessions and clinics is are requirement for continued employment.

PREPARED BY: Classified Personnel Department

DATE: 05/2005

APPROVED BY: Board of Trustees

DATE: 05/16/2005

APPROVED BY: Personnel Commission

DATE: 06/21/2005

APPROVED BY: Personnel Commission

DATE: 08/26/2025

APPROVED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.18– Approve revised job description for the Paraeducator Behavior and Instructional Support

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Paraeducator Behavior and Instructional Support job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Paraeducator Behavior and Instructional Support.

PARAEDUCATOR/BEHAVIOR and INSTRUCTIONAL SUPPORT

BASIC FUNCTION:

Under the direction of an Administrator of Student Services, assists a certificated teacher(s) or specialist(s) in providing behavior support to students; perform ~~independent paraprofessional~~ duties related to regular and special education students with significant behavioral concerns; perform instructional support and follow-up activities. Positions in this class are distinguished from other Paraeducator positions by assignment to a variety of Special Education and General Education classrooms throughout the district to implement behavioral intervention plans designed by district behavior specialists; provides specialized assistance requiring specific training in behavior related programs; provides instruction to entry-level instructional assistants; assist supervisor on organizational and procedural issues, ~~and perform other related duties as required.~~

ESSENTIAL DUTIES:

Assists in implementation of behavior intervention plans, and follow-up to individual students.

Enforce rules and regulations, and use Positive Behavior Intervention Supports (PBIS) strategies with students.

~~Uses positive reinforcement to assist students in their development and behavior (including attending an inservice on instructional and behavior strategies).~~

Works with teachers, school psychologists, and West Orange County Consortium for Special Education (WOCCSE) support staff, on the appropriate replacement behaviors, guidance and strategies needed to further enhance the student's development.

Implements program accommodations and modifications as directed, and according to the needs of the student's Individual Education Program (IEP).

Collects data and maintains records of student's progress in targeted behavior areas.

~~Tutors~~ Supports individual or small groups of students in specific areas of learning, reinforcing instruction as directed by the teacher(s).

Assists teacher(s) in providing instructional materials to individuals, by reading and explaining instructions, answering questions, and encouraging students to complete assignments.

Assists teacher(s) in supporting students in all curricular areas; reinforces learning concepts in instructional areas; teaches and promotes self-help skills where needed; and encourages questions and responses to stimulate learning.

Works with children in their development of psycho-motor skills, self-help skills and social skills.

Implements programs and lessons as directed by a certificated teacher or administration;

~~administers and scores a variety of tests.~~

Observes and ~~controls~~ supports the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior to school staff.

Assists students by providing proper examples, emotional support, a positive attitude, and general guidance.

Confers with teachers concerning programs and materials to meet student's needs.

Assures the health and safety of students by following health and safety rules.

Participates in meetings and in-service training programs as assigned.

Able to monitor children and respond promptly by moving to ensure student safety.

OTHER REPRESENTATIVE DUTIES:

Performs a variety of clerical duties in relation to student instruction, such as the preparation of instructional materials, ~~scoring tests~~ data collection, recording grades and attendance, maintaining records and confidential student files.

Assists assigned children with basic care activities including dressing, toileting, feeding, grooming, and some medical needs.

Assists in the organization and supervision of physical education, ~~and games,~~ and programs designed to develop students' psycho-motor skills.

Provides support to the teacher by setting up work areas, displays, and exhibits; operating audio-visual equipment; operating educational training equipment; as well as distributing and collecting papers and supplies.

Attendance at district-established on-going training sessions and clinics are requirements for continued employment.

Oversees students engaged in outdoor activities or on field trips as assigned.

Directs group activities of students as assigned.

Performs other job-related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: _____ (1) Is responsible to and takes direction from ~~and evaluated by an~~

Administrator of Student Services or Educational Services. ~~of the school(s)~~
~~to which assigned.~~

Internal Contacts: (1) Frequent contacts with students, other school site personnel.

External Contacts: (1) Occasional contact with parents and/or legal guardians.

~~(2) Receives direction from the classroom or specialized certificated teacher(s) to which assigned.~~

~~(3) May provide limited work direction and guidance to volunteers, student helpers and less experienced paraeducators.~~

~~Internal Contacts: (1) Continuous contact with teachers and students.~~

~~(2) Continuing contact with the school principal and school office staff.~~

~~(3) Some contact with other paraeducators, custodial employees, and noon duty personnel.~~

~~External Contacts: Contact with parents or guardians of students as necessary.~~

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Appropriate behavior management techniques and interventions for use with special all ~~education~~ students.

Child guidance principles and practices; especially as they relate to students with learning disabilities.

Basic concepts of child growth and development, developmental behavior characteristics particularly pertaining to students with special learning needs, behavior management strategies and techniques relating to students who experience atypical behaviors.

Basic subjects taught in elementary and middle schools including arithmetic, grammar, spelling, language, reading, and middle school algebra.

Safe practices for in-classroom and playground activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Oral, written, and reading communication skills.

Interpersonal relations skills; using tact, patience, and courtesy.

Record-keeping techniques.

ABILITY TO:

Demonstrate understanding, patience, and a receptive, positive attitude toward students of varied age groups, particularly those exhibiting special needs.

Guide and inform practices ~~Train and provide leadership to other staff members.~~

Learn behavior intervention strategies and procedures such as identifying antecedents and consequences of behavior, function of behavior, and replacement behaviors.

Appropriately manage student behavior and guide students toward more acceptable social behaviors.

~~Follow behavioral intervention plans drafted by the district school psychologist.~~

Utilize a variety of instructional materials and procedures to enhance a positive educational environment.

Communicate effectively in oral and written form.

Assist with instruction and related activities in a ~~special education~~ learning environment.

~~Oversee and discipline~~ students in accordance with approved policies and procedures.

Print and write legibly.

Exercise flexibility, patience, and sensitivity.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and ~~limitations~~ scope of assigned duties.

Operate instructional and office equipment.

~~Operate a personal computer (PC)~~ technology and related software commonly used by students in an instructional setting.

Perform clerical duties such as filing, duplicating, and maintaining simple records.

Understand and follow both oral and written directions.

Understand the exceptional needs of ~~special education~~ all students.

Establish and maintain cooperative working relationships with children and adults.

Perform simple clerical work and record keeping.

Work confidentially with discretion.

Read, interpret, and follow rules, regulations, policies and procedures.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch, move rapidly and run. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

EDUCATION AND EXPERIENCE:

~~Equivalent to completion of the twelfth grade and demonstrated experience in working with children in a learning situation, preferably children with special needs. College level training in child care, psychology, education and training of atypical children preferred.~~

1. Completion of at least two years of study at an institution of higher education.

Or

2. Possession of an associate's degree or higher.

Or

3. Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local or state assessment that is appropriate to the responsibilities to be assigned to the paraprofessional.

And

1. Demonstrated experience in working with children in a learning situation, preferably children with special needs.

Forty hours of documented behavior training preferred.

~~Attendance at district established on-going training sessions and clinics are requirements for continued employment.~~

LICENSES AND OTHER REQUIREMENTS:

~~Pass a district proficiency test in English usage, language arts, math, and the ability to assist in instruction.~~

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within the first 3 months of employment in this classification.

~~Secure a valid First-aid Certificate issued by the American Red Cross or its equivalent, or completion of the Westminster School District basic first-aid training program, and CPR certification within three (3) months of employment in this classification is desirable.~~

Certification will be updated and maintained.

~~Possession and maintenance of a valid California Driver's License is required.~~

PREPARED BY: Classified Personnel Department **DATE:** 09/2007

APPROVED BY: Board of Trustees **DATE:** 09/13/2007

APPROVED BY: Personnel Commission **DATE:** 09/25/2007

REVISED BY: Personnel Commission **DATE:** 12/20/2022

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.19– Approve revised job description for the Paraeducator Instructional Support

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Paraeducator Instructional Support job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Paraeducator Instructional Support.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

PARAEDUCATOR/ INSTRUCTIONAL SUPPORT

BASIC FUNCTION:

Under the direction of an assigned supervisor, assists a certificated teacher(s) or specialist(s) in providing instruction to students in a special education learning environment; monitors and reports student progress, behavior and performance. Positions in this classification are distinguished from other Paraeducator roles by their assignment to provide support to students with mild to moderate needs in Special Day Classes and Resource Specialist Programs. ~~Positions in this class are distinguished from other Paraeducator positions by assignment to work with students with mild to moderate (M/M) disabilities, such as students in a Special Day Class, or a Resource Specialist Program.~~

ESSENTIAL DUTIES:

~~Tutors~~ Supports individual or small groups of students in specific areas of learning, reinforcing instruction as directed by the teacher(s).

Assists teacher(s) in providing instructional materials to individuals, by reading and explaining instructions, answering questions, and encouraging students to complete assignments.

Assists teacher(s) in supporting students in all curricular areas; reinforces learning concepts in instructional areas; teaches and promotes self-help skills where needed; and encourages questions and responses to stimulate learning.

Works with children in their development of psycho-motor skills, self-help skills, and social skills.

Implements lessons as directed by the teacher; assists with data collection. ~~administers and scores a variety of tests.~~

Observes and ~~controls~~ supports the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior to school staff.

Assists students by providing proper examples, emotional support, a positive attitude, and general guidance. _____

Enforce rules and regulations, and use Positive Behavior Intervention Supports (PBIS) strategies with students.

Serve or assist students with serving snacks and meals for themselves, as appropriate; clean up serving areas after meals and guide students in cleanup activities.

~~Confers~~ Collaborates with teachers concerning programs and materials to meet student needs.

Assures the health and safety of students by following health and safety rules.

Attend staff meetings, conferences and in-service training programs, as directed.

-

Able to monitor children and respond promptly by moving to ensure student safety. Participates in meetings and inservice training programs as assigned.

OTHER REPRESENTATIVE DUTIES:

Performs a variety of duties in relation to student instruction, such as the preparation of instructional materials, data collection, and attendance, as well as maintaining records and files.

~~Performs a variety of clerical duties in relation to student instruction such as the preparation of instructional materials, scoring tests, recording grades and attendance, maintaining records and files.~~

Assists assigned children with basic care activities including dressing, toileting, feeding, grooming and some medical needs.

Assists in the organization and supervision of physical education and games programs designed to develop students' psycho-motor skills.

Provides support to the teacher by setting up work areas, displays, and exhibits; operating audio-visual equipment; operating educational training equipment; as well as distributing and collecting paper and supplies.

Directs group activities of students as assigned.

Oversees students engaged in outdoor activities or on field trips as assigned.

Performs other job-related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS:

~~Supervision: (1) Is responsible to and evaluated by the principal(s) of the school(s) to which assigned.~~

~~(2) Receives supervision and direction from the certificated teacher(s) to which assigned.~~

~~(3) May provide limited work direction and guidance to volunteers, student helpers and less experienced paraeducators.~~

Supervision: (1) Reports and takes direction from the site administrator or designee.

Internal Contacts: (1) Frequent contacts with students, other school site personnel.

External Contacts: (1) Frequent contact with parents and/or legal guardians.

~~Internal Contacts: (1) Continuous contact with teachers and students.~~

~~(2) Continuing contact with the school principal and school office staff.~~

~~(3) Some contact with other instructional assistants, custodial employees, and noon duty personnel.~~

~~External Contacts: Some contact with parents or guardians of students as necessary.~~

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Appropriate behavior management techniques and interventions for use with special-all
~~education~~ students.

Child guidance principles and practices; especially as they relate to students with learning disabilities.

Basic subjects taught in elementary and middle schools, including arithmetic, grammar, spelling, language, reading, and middle school algebra.

Safe practices for in-classroom and playground activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communications skills.

Interpersonal relations skills using tact, patience, and courtesy.

Record-keeping techniques.

ABILITY TO:

Assist with instruction and related activities in a special-~~education~~ learning environment.

Oversee and discipline students in accordance with approved policies and procedures.

Print and write legibly.

Exercise flexibility, patience and sensitivity.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and ~~limitations~~ scope of assigned duties.

Operate instructional and office equipment.

Operate a personal computer (PC) technology and related software commonly used by students for instruction.

Perform clerical duties, such as filing, duplicating, and maintaining simple records.

Understand and follow both oral and written directions.

Establish and maintain cooperative working relationships with children and adults.

Read, interpret, and follow rules, regulations, policies and procedures.

Understand the exceptional needs of special education all students.

Work confidentially with discretion.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Frequently lift and/or move objects weighing up to 25 pounds.
- Occasionally lift and/or move objects weighing up to 60 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

EDUCATION AND EXPERIENCE:

~~Equivalent to completion of the twelfth grade and demonstrated experience in working with children in a learning situation; preferably children with learning problems. College level training preferred.~~

1. Completion of at least two years of study at an institution of higher education.
or

2. Possession of an associate's degree or higher.

or

3. Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional.

And

1. Demonstrated experience in working with children in a learning situation; preferably children with learning problems.

LICENSES AND OTHER REQUIREMENTS:

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within the first 3 months of employment in this classification.

~~The securing of a valid First-aid Certificate issued by the American Red Cross or its equivalent, or completion of the Westminster School District basic first-aid training program, and CPR certification within three (3) months of employment in this classification is desirable.~~

Certification will be updated and maintained.

~~Pass a district proficiency test in English usage, language arts, math and the ability to assist in instruction.~~

~~Successfully complete district basic training within the first six months of employment.~~

~~Possession and maintenance of a California Driver's License.~~

PREPARED BY: Classified Personnel Department

DATE: 09/2007

APPROVED BY: Board of Trustees

DATE: 09/13/2007

APPROVED BY: Personnel Commission

DATE: 09/25/2007

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.20– Approve revised job description for the
Paraeducator/Specialized Health and Instructional Support

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Paraeducator/Specialized Health and Instructional Support job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Paraeducator/Specialized Health and Instructional Support.

WESTMINSTER SCHOOL DISTRICT JOB DESCRIPTION ~~CLASSIFICATION STATEMENT~~

**PARAEDUCATOR/ SPECIALIZED HEALTH
and INSTRUCTIONAL SUPPORT**

BASIC FUNCTION:

Under the direction of an assigned supervisor, assists a certificated teacher(s) or specialist(s) in providing instruction to students in a special education learning environment; monitors and reports student progress, behavior and performance. Positions in this class are distinguished from other Paraeducator positions by assignment to perform special physical health procedures for students; maintain health records and files; ~~and do related work as required,~~ under the direction of the credentialed school nurse.

ESSENTIAL DUTIES:

Performs specialized health services and/or procedures including but not limited to catheterization, gastrostomy tube feeding, suctioning, and blood sugar level reading as required for students.

Maintains required documentation and records.

Assists students in toileting, may change diapers and clothing as necessary.

~~Assists special education students with meals; assists and supervises special education students getting on and off the bus.~~

Serve or assist students with serving snacks and meals for themselves, as appropriate; clean up serving areas after meals and guide students in cleanup activities.

Pushes students in wheelchairs.

Administers prescribed medications to students according to physician orders and under the direction of a credentialed school nurse.

Administers first aid and handles medical emergencies in the absence of the school nurse; follows established guidelines and procedures.

Cleans and/or disinfects all related equipment; monitors inventory of appropriate supplies.

Monitors inventory or appropriate materials and supplies needed to administer specialized health care procedures; ensures adequate supply levels are maintained and checks equipment periodically for proper functioning and to ensure sanit~~ar~~ary standards are met.

~~Tutors~~ Supports individual or small groups of students in specific areas of learning, reinforcing instruction as directed by the teacher(s).

Assists teacher(s) in providing instructional materials to individuals by reading and explaining instructions, answering questions, and encouraging students to complete assignments.

Assists teacher(s) in supporting students in all of the curriculum areas including reading, phonics, math, spelling, writing and art; reinforces learning concepts in instructional areas; teaches and promotes self-help skills where needed; and encourages questions and responses to stimulate learning.

Works with children in their development of psycho-motor skills, self-help skills and social skills.

Implements lessons as directed by the teacher; assists with data collection. ~~Prepares lessons as directed by the teacher; administers and scores a variety of tests.~~

Observes and ~~manages~~ supports the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior to school staff.

Assists students by providing proper examples, emotional support, a friendly attitude, and general guidance.

Enforce rules and regulations, and use Positive Behavior Intervention Supports (PBIS) strategies with students.

~~Confers~~ Collaborates, ~~as needed~~, with teachers concerning programs and materials to meet student's needs.

Assures the health and safety of students by following health and safety rules.

Directs group activities of students as assigned.

Participates in meetings and in-service training programs as assigned.

Able to monitor children and respond promptly by moving to ensure student safety.

OTHER REPRESENTATIVE DUTIES:

Performs a variety of duties in relation to student instruction, such as the preparation of instructional materials, data collection, and attendance, as well as maintaining records and files.

~~Performs a variety of clerical duties in relation to student instruction, such as the preparation of instructional materials, scoring tests, recording grades and attendance, maintaining records and files.~~

Assists assigned children with basic care activities, including dressing, toileting, feeding, grooming and ~~some~~ medical needs.

Assists in the organization and supervision of physical education and games programs designed to develop students' psycho-motor skills.

Provides support to the teacher by setting up work areas, displays, and exhibits; operating audio-visual equipment; operating educational training equipment; as well as distributing and collecting paper and supplies.

Oversees students engaged in outdoor activities or on field trips as assigned.

Performs other job-related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: (1) Is responsible to and evaluated by the principal(s) of the school(s) to which assigned.

(2) Receives supervision and direction from the certificated teacher(s) to which assigned.

(3) Receives direction and training from assigned credentialed school nurse.

(4) May provide limited work ~~direction and~~ guidance to volunteers, student helpers, and less experienced paraeducators.

Internal Contacts: (1) Continuous contact with teachers and students and credentialed school nurse.

(2) Continuing contact with the school principal and school office staff.

(3) Some contact with other district staff and other paraeducators.

External Contacts: Some contact with parents or guardians of students as necessary.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Appropriate behavior management techniques and interventions for use with ~~special education~~ all students.

Correct medical procedures for specialized health services.

Child guidance principles and practices; especially as they relate to students with learning disabilities.

Basic subjects taught in elementary and middle schools including arithmetic, grammar, spelling, language, reading, and middle school algebra.

Safe practices for in-classroom and playground activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communications skills.

Interpersonal relations skills using tact, patience, and courtesy.

Record-keeping techniques.

ABILITY TO:

Assist with instruction and related activities in a ~~special education~~ learning environment.

Learn and perform specialized health care procedures.

Analyze situations and take appropriate action according to established procedures and emergency medical guidelines.

Oversee and discipline students in accordance with approved policies and procedures.

Print and write legibly.

Exercise flexibility, patience and sensitivity.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and ~~limitations~~ scope of assigned duties.

Operate instructional and office equipment.

Operate technology and related software commonly used by students for instruction.

~~Operate a personal computer (PC) and related software commonly used by students.~~

Perform clerical duties such as filing, duplicating, and maintaining simple records.

Understand and follow both oral and written directions.

Establish and maintain cooperative working relationships with children and adults.

Read, interpret, and follow rules, regulations, policies and procedures.

Understand the exceptional needs of ~~special education~~ all students.

Work confidentially with discretion.

PHYSICAL DEMANDS:

~~While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move students and equipment. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.~~

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- The employee must frequently lift and/or move students and equipment
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND EXPERIENCE:

1. Completion of at least two years of study at an institution of higher education.

or

2. Possession of an associate's degree or higher.

or

3. Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional.

And

1. Demonstrated experience in working with children in a learning situation; preferably children with learning problems.

~~Equivalent to completion of the twelfth grade and demonstrated experience in working with children in a learning situation; preferably children with special needs. Courses in health services, child care, psychology/guidance desirable. College level training preferred.~~

LICENSES AND OTHER REQUIREMENTS:

The possession of or the securing of a valid CPR/First Aid Certificate, or the completion of the Westminster School District CPR training program, (Emergency Medical Services Authorized Certificate or approved courses), within the first 3 months of employment in this classification.
~~The securing of a valid First-aid Certificate issued by the American Red Cross or its equivalent, or completion of the Westminster School District basic first-aid training program, and CPR certification within three (3) months of employment in this classification is required.~~

Certification will be updated and maintained.

~~Pass a district proficiency test in English usage, language arts, math, and the ability to assist~~

CLASSIFICATION STATEMENT – PARAEDUCATOR/SPECIALIZED HEALTH and Instructional Support
Page 6 of 6
in instruction.

~~Successfully complete district basic training within the first six months of employment.~~

~~Some positions require possession of a valid California Driver's license.~~

Ongoing specific medical training as required.

PREPARED BY: Classified Personnel Department **DATE:** 09/2007

APPROVED BY: Board of Trustees **DATE:** 09/13/2007

APPROVED BY: Personnel Commission **DATE:** 09/25/2007

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026
FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources
SUBJECT: Agenda Item 3.21– Approve revised job description for Paraeducator

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Paraeducator job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised Paraeducator job description.

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT JOB DESCRIPTION

PARAEDUCATOR

BASIC FUNCTION:

Under the direction of an assigned supervisor, provides assistance in facilitating, managing, and providing activities to students from TK to 8th grade, before and after school.

ESSENTIAL DUTIES:

Provide assistance in the planning, organizing, scheduling, and facilitating of activities designed to promote the physical, creative, social skills abilities along with the and well-being of students.

Provide written observations on the manner in which assigned students interact with other students and adults with whom they come in contact with.

~~Assist in the preparation and tutor~~ students in all curriculum areas; reinforce learning concepts in instructional areas, and encourage questions and responses to stimulate learning in a technological environment.

Prepare expanded learning materials that support academic content, physical fitness and creativity.

Engage in the learning process with students and closely supervise them in the classroom and outdoors.

Observe and ~~control~~ support the behavior of students according to approved procedures.

Enforce rules and regulations, and use Positive Behavior Intervention Supports (PBIS) strategies with students.

~~Performs a variety of clerical duties in relation to student instruction, such as the preparation of instructional materials, scoring tests, recording grades~~ data collection, and attendance, as well as maintaining records and files.

Serve or assist students with serving snacks and meals for themselves, as appropriate; clean up serving areas after meals and guide students in cleanup activities.

Assist students by providing proper examples, emotional support, a friendly attitude, and general guidance.

~~Provides CPR, first aid and~~ Ccares for ill or injured students as necessary.

Assure the health and safety of students by following health and safety rules.

Direct group activities of students as assigned.

PARAEDUCATOR

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Attend staff meetings, conferences and in-service training programs, as directed.

Support students in acquiring toileting skills.

Able to monitor children and respond promptly by moving to ensure student safety.

Performs other job-related duties, as assigned.

~~ORGANIZATIONAL RELATIONSHIPS:~~

~~=
Supervision: (1) Reports and takes direction from the site administrator or designee.~~

~~Internal Contacts: (1) Frequent contacts with students, other school site personnel.~~

~~External Contacts: (1) Frequent contact with parents and/or legal guardians.~~

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Child guidance principles and practices.

Appropriate student practices in the areas of cognitive development, socialization, and physical fitness, including for all students, ~~with special needs.~~

Basic subjects taught in elementary schools, including arithmetic, grammar, spelling, language, reading, and middle school algebra.

Reading and writing ~~communication~~ skills.

Appropriate behavior management techniques and interventions for use with elementary and/or middle school age students.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Basic health and honors district's wellness policy for students.

Interpersonal ~~relations~~ skills; using tact, patience, and courtesy.

ABILITY TO:

Oversee and discipline students in accordance with approved policies and procedures.

PARAEDUCATOR

Page | 3

Learn and apply basic routines and requirements for students of all ages.

Guide students by using Positive Behavior and Intervention Support (PBIS) strategies.

Print and write legibly.

Exercise flexibility, patience and sensitivity.

Establish and maintain effective working relationships with students, parents, supervisors and other school district personnel.

Learn the procedures, functions, and ~~limitations~~ scope of assigned duties.

Perform clerical duties, such as filing, duplicating, and maintaining simple records.

Maintain assigned equipment, supplies, and working areas in a clean and orderly condition.

Understand and follow both oral and written directions.

Read, interpret, and follow rules, regulations, policies and procedures.

Work confidentially with discretion.

Care and support injured or ill students. Learn and administer first aid, and CPR techniques.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
 - Frequently required to sit and reach with hands and arms.
 - Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
 - Frequently talk, hear, and listen.
 - Occasionally push and pull.
 - Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
 - Occasionally lift and/or move objects weighing up to 50 pounds.
 - Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
-

EDUCATION AND EXPERIENCE:

1. At least two years of study (48 units with at least 6 college semester units in early childhood education or closely-related subjects).

OR

2. Have at least 6 college semester units in early childhood education or closely-related subjects and pass a rigorous local exam measuring knowledge of and ability to assist in

PARAEDUCATOR

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teaching reading, writing and math and demonstrate experience in working with children in an organized setting or learning situation.

AND

3. Have 6 months of demonstrated experience working with school age children.

LICENSES AND OTHER REQUIREMENTS:

=
None

ORGANIZATIONAL RELATIONSHIPS:

=
Supervision: (1) Reports and takes direction from the site administrator or designee.

Internal Contacts: (1) Frequent contacts with students, other school site personnel.

External Contacts: (1) Frequent contact with parents and/or legal guardians.

LICENSES AND OTHER REQUIREMENTS:

=
None

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit and reach with hands and arms.
- Often required to bend, stand, walk, climb or balance, stoop, kneel, or crouch and move rapidly.
- Frequently talk, hear, and listen.
- Occasionally push and pull.
- Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
- Occasionally lift and/or move objects weighing up to 50 pounds.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

~~While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to sit and stoop, kneel, or crouch. The employee must regularly lift and/or move objects weighing up to 50 pounds.~~

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

PREPARED BY: Classified Personnel Department

DATE: 04/1999

APPROVED BY: Board of Trustees

DATE: 05/20/1999

PARAEDUCATOR

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APPROVED BY: Personnel Commission

DATE: 09/28/1999

REVISED BY: Personnel Commission

DATE: 04/26/2005

REVISED BY: Personnel Commission

DATE: 12/20/2022

REVISED BY: Personnel Commission

DATE: 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.22– Approve revised job description for the Speech and Language Assistant to Speech and Language Pathology Assistant

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Speech and Language Assistant job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Speech and Language Pathology Assistant.

1
2 **WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT** **JOB DESCRIPTION**
3
4

5
6 **TITLE: SPEECH ~~AND~~ LANGUAGE PATHOLOGY ASSISTANT**
7

8 **BASIC FUNCTION:**
9

10 Under the direction of the Administrator of Student Services with general supervision of the
11 school principal or designee, and daily direction of a certificated Speech and Language
12 Specialist Pathologist, assists in providing authorized and appropriate speech and language
13 services for students identified as having special-needs in the area of speech and language
14 communication.
15

16 **DISTINGUISHING CHARACTERISTICS:**
17

18 ~~Incumbents in this class are distinguished from Instructional Assistant/Special Education in that~~
19 ~~they have specific education and experience qualifying them to assist Speech and Language~~
20 ~~Specialists working with students having speech and language communication special needs.~~
21

22 **ESSENTIAL DUTIES:**
23

24 Assists Speech and Language Specialists Pathologist with prescribed therapy by working with
25 and tutoring individuals and small groups of students, utilizing established lesson plans and
26 specific Individual Education Programs ~~Plans~~ (IEPs) in the area of speech and language
27 communication, including articulation, language, voice and fluency skills.
28

29 Assists Speech and Language Pathologist Specialists ~~during~~ assessment of students.
30

31 Assists in maintaining student records, tallying data, preparing charts, records, graphs and
32 reports in relation to student performance and reporting to the Speech and Language
33 Pathologist Specialist.
34

35 Assists instructional staff with the implementation of IEPs.
36

37 Implement behavior management programs for students as designed by certificated staff;
38 observe and report significant student behavior, behavioral patterns, and/or other ~~problems~~
39 concerns to the teacher/ pathologist specialist; assist in maintaining appropriate behavior in the
40 classroom and between classroom activities.
41

42 Prepare various teaching materials such as charts, pictures, word lists, and other related items
43 by typing, duplicating, collating, stapling and laminating as needed.
44
45

OTHER REPRESENTATIVE DUTIES:

Assist in organizing classroom activities such as displaying educational materials, arranging furniture to facilitate instructional requirements, ~~creating~~ maintaining an orderly and clean classroom environment, etc.

Prepare learning materials and assist students in the use of alternative communication methods and a variety of computerized speech and language communication devices.

Perform a variety of classroom related clerical work such as sorting, filing, record keeping, establishing and maintaining files, recording attendance, and completing forms, etc.

Performs other job-related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Direct supervision from the Administrator of Student Services. General supervision is received from the school principal or designee. Daily direction is provided by a certificated Speech and Language Pathologist Specialist.

~~Supervision is not exercised over other employees.~~

Internal Contacts: Has constant direct contact with students. Some contact with other school site personnel.

External Contacts: Has occasional direct contact with parents as directed by the Speech and Language Pathologist Specialist.

QUALIFICATIONS:

~~To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

KNOWLEDGE OF:

Speech and language pathology equipment, materials and procedures.

Language development in children.

Articulation development.

Learning patterns in children.

Student behavior management techniques and strategies.

~~Learning problems of children with special education needs.~~

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Basic record-keeping techniques.

Health and safety procedures and techniques.

ABILITY TO:

Understand and carry out oral and written directions, including intervention plans.

Learn and utilize current speech and language methods and procedures used in an instructional setting.

Utilize specialized communication systems and devices.

Assist in the educational program of assigned student(s).

Communicate effectively orally and in written form.

~~Operate standard office equipment including; copier machines, calculators and personal computers (pc's) utilizing word processing, learning and educational software.~~

Demonstrate professionalism and care with ~~an understanding, patient and receptive attitude toward children.~~

Establish and maintain a cooperative and effective working relationship with students and other staff.

Work with students with health needs.

EDUCATION AND EXPERIENCE:

~~An Associate degree in and/or graduation from a speech and language pathology assistant certificate program or be enrolled in and demonstrate substantial progress towards a speech and language pathology assistant program certificate or substantial progress toward a Bachelors degree in speech and language pathology (which includes the speech and language courses required for a speech and language pathology certificate). 100 hours of field experience, supervised by an American Speech-Language Hearing Association (ASHA) certified speech-language pathologist. Prior experience in working with elementary age children is desirable.~~

1. Associate degree in, or completion of, a Speech-Language Pathology Assistant certificate program.
- or
2. Current enrollment with demonstrated progress toward completion of a Speech-Language Pathology Assistant certificate or a Bachelor's degree in Speech-Language Pathology (including required speech and language coursework).

And

1. Completion of 100 hours of supervised field experience under an American Speech-Language-Hearing Association (ASHA) certified Speech-Language Pathologist.

Experience working with elementary-aged children is desirable.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid CPR and First Aid Certificate.

May be required to possess valid and appropriate California Driver's License.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to do the following:

- Frequently stands, walks, sits, stoops, bends and reaches over head; safely lifts.
- Carries and/or pushes up to 25 pounds.
- Communicates clearly and is able to understand normal voice conversation
- Visual acuity sufficient to see small details in a classroom or playground environment

~~Frequently stands, walks, sits, stoops, bends and reaches over head; safely lifts, carries and/or pushes up to 25 pounds; communicates clearly and is able to understand normal voice conversation; visual acuity sufficient to see small details in a classroom or playground environment; has constant direct contact with students and is frequently exposed to minor and on occasion to severe, contagious illness; has occasional direct contact with parents and other district staff.~~ Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

CLASSIFICATION STATEMENT -- SPEECH & LANGUAGE PATHOLOGY ASSISTANT
Page 5

~~While performing the duties of this job, the employee is occasionally exposed to fumes or airborne particles, and outside weather conditions. The noise level in the work environment is usually moderate.~~

PREPARED BY: Classified Personnel Department **DATE:** 05/24/2004

APPROVED BY: Board of Trustees **DATE:** 06/01/2004

APPROVED BY: Personnel Commission **DATE:** 06/22/2004

REVISED BY: Personnel Commission **DATE:** 04/28/2026



Westminster School District Memorandum

DATE: April 28, 2026

FROM: Rich Montgomery, Deputy Superintendent, Human Resources
Michael Kim, Executive Director, Human Resources

SUBJECT: Agenda Item 3.23– Approve revised job description for the Technology Services Technician

Through the CSEA/WSD negotiations (IBB) process, it was determined that a classification study would be conducted each school year, with job classifications reviewed on a rotational basis. During the 2025–2026 school year, selected job descriptions were reviewed by a committee with input from employees in the classification. The purpose of this review was to ensure job descriptions accurately reflected the current duties, responsibilities, knowledge and abilities, and physical demands of each position.

The proposed revisions to the Technology Services Technician job description reflect updates identified through this process. The Human Resources Department has worked collaboratively with stakeholders to ensure alignment with operational needs. The revised job description has been shared with CSEA and will proceed through the appropriate review process prior to Board consideration.

The Human Resources Department recommends approval of the revised job description for the Technology Services Technician.

WESTMINSTER SCHOOL DISTRICT JOB DESCRIPTION

TECHNOLOGY SERVICES TECHNICIAN

BASIC FUNCTION:

Under the direction of the Chief Technology Officer with general oversight from the school principal or assigned supervisor, provides technical support for instructional and administrative computing devices, networking hardware, and related software. This position involves troubleshooting hardware and software issues, maintaining and upgrading technology infrastructure, providing support to staff and students, and ensuring the proper functioning of technology across school sites. The Technology Services Technician is responsible for maintaining technology inventory, training personnel on recent technologies, and assisting in network and website management.

ESSENTIAL DUTIES:

Provide first-line technical support to students, teachers, and staff for hardware, software, and network connectivity issues.

Install, configure, and maintain computing devices, peripherals, and presentation systems.

Troubleshoot and resolve issues with computers, printers, projectors, interactive displays, and instructional technology.

Assist in deploying and maintaining LANs and WANs.

Maintain security protocols and assist with virus control across district systems.

Install and configure instructional and administrative software, including updates.

Train teachers, students, and staff on recent technology and software applications.

Manage inventory of technology equipment, ensuring accurate records of hardware, software, and repairs.

Coordinate with vendors and IT staff for system maintenance, repairs, and procurement.

Assist in developing and implementing technology policies and procedures.

Make recommendations for technological improvements based on system performance.

Document and track technology issues, resolutions, and maintenance schedules.

Stay current with emerging technologies through meetings and professional development.

Troubleshoot and repair Chromebooks used by students and staff.

Provide instruction on technology literacy and operational use of software.

Prepare computer labs, mobile labs, and classroom devices for daily use.

Conduct inventory and manage electronic, digital, and media resources.

Maintain cleanliness, safety, and organization of technology equipment.

Prepare reports and provide updates on ~~student progress and~~ technology usage.

Provide assistance and recommendations for instructional software.

OTHER REPRESENTATIVE DUTIES:

Assist with set up, upgrade, and maintenance of servers, network hardware, and wireless infrastructure.

Assist in researching, evaluating, and recommending new technology solutions for classroom and administrative use.

Support district-wide technology initiatives and projects as assigned.

Maintain documentation and procedures related to technology support, troubleshooting, and user account management.

Provide remote support to staff and students as needed.

Manage user accounts, permissions, and access to district technology resources.

Stay current with educational technology, providing information and recommending instructional software for teachers.

Collaborate with teachers to select programs and materials to meet student needs.

Monitor student Internet access as outlined in the Acceptable Use Agreement (AUA).

Load, format, and prepare electronic storage/back-up technology data.

Install necessary software on campus technology devices.

Participate in meetings, in-service training, and professional development programs as assigned.

Designs, updates and manages web content on school supported websites.

Interprets and applies District and industry standards for quality website design, accessibility, website compliance standards and data confidentiality.

Creates videos for internal and public communications ~~promoting assigned programs and District values.~~

Prepare and submit reports as required or assigned.

Perform other job-related duties as assigned.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: 1. Is responsible to and evaluated by the Chief Technology Officer with input from the principal or designated administrator of the site(s) to which assigned.

2. May provide limited direction and guidance to volunteers and student helpers.

3. No supervision is exercised by this position.

Internal Contacts: 1. Continuous contact with students and staff.

External Contacts: 1. Some contact with vendors, other technology service providers, employees from other school districts and Orange County Department of Education (OCDE).

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Operation and maintenance of computing devices, peripherals, and networking equipment.

Installation and operation of software applications in an educational environment.

Basic network infrastructure, troubleshooting techniques, and diagnostic tools.

Cybersecurity principles, including virus protection and data integrity measures.

Best practices for classroom and administrative technology use.

Inventory management and asset tracking for technology resources.

Effective training techniques for users with various levels of technical expertise.

Child guidance principles and practices.

145 Basic subjects taught in elementary schools, including arithmetic, grammar, spelling,
146 language, and reading.

147
148 Operation of technology equipment.

149
150 Basic computer terminology and instructional techniques.

151
152 Safe practice for in-classroom and computer lab activities.

153
154 Proper grammar, spelling, punctuation, and vocabulary.

155
156 Oral, reading, and writing communication skills.

157
158 Interpersonal relations skills, using tact, patience, and courtesy.

159
160 Record-keeping procedures.

161
162
163 ABILITY TO:

164
165 Operate personal technology devices and related software commonly used by students.

166
167 Install and configure computers, peripherals, and software.

168
169 Diagnosing and resolving hardware, software, and network issues.

170
171 Provide clear and effective technical support to users.

172
173 Read and interpret technical manuals and documentation.

174
175 Maintain accurate records of technology inventory and maintenance.

176
177 Communicate effectively with teachers, administrators, and students.

178
179 Work independently and collaboratively within a team environment.

180
181 Adapt to evolving technologies and stay current with industry trends.

182
183 ~~Lift and transport equipment up to 50 pounds as needed.~~

184
185 Tutor and assist students in technology device operations skills.

186
187 Update technology programs.

188
189 Remain current, continuing knowledge of technology devices and software.

190
191 Print and write legibly.

192
193 Make arithmetic calculations quickly and accurately.

194
195 Plan and organize work.

196
197 Move and set up technology devices and related equipment.

198
199 Operate instructional and office equipment.

200
201 Perform clerical duties, such as filing, duplicating, and maintaining simple records.

202
203 Understand and follow both oral and written directions.

204
205 Communicate effectively with children and adults.

206
207 Read, interpret, and follow rules, regulations, policies, and procedures.

208
209 Work confidentially with discretion.

210
211 Establish and maintain effective working relationships with others.

212
213
214
215 **EDUCATION AND EXPERIENCE:**

- 216
217 1. High school diploma or equivalent and college-level course work directly related
218 to technology, computer science or computer repair.

219
220 And

- 221
222 2. Two years of experience in supporting students and/or staff in the operation of
223 technology, technology devices and peripheral equipment.

224
225
226 **LICENSES AND OTHER REQUIREMENTS:**

227
228 ~~A valid California Driver's License and insurability by the District's insurance carrier.~~

229
230 **PHYSICAL DEMANDS:**

231
232 While performing the duties of this job, the employee is regularly required to do the following:

- 233 • Grasp, grip, handle, or use hands for fine motor tasks.
234 • Prolonged standing and/or sitting.
235 • Reach with hands and arms.
236 • Frequently talk, hear, and listen.
237 • Occasionally required to stand, walk, climb or balance, stoop, kneel, or crouch.
238 • Specific vision abilities required of a person in this job include close vision, distance
239 vision, depth perception, and the ability to change focus.
240 • Frequently lift and/or move objects weighing up to 25 pounds.

- Occasionally lift and/or move objects weighing up to 60 pounds.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PREPARED BY: Classified Personnel Department **DATE:** 7/99 246

APPROVED BY: Board of Trustees **DATE:** 11/5/87

APPROVED BY: Personnel Commission **DATE:** 4/20/93

REVISED BY: Personnel Commission **DATE:** 8/24/99

REVISED BY: Personnel Commission **DATE:** 4/26/05

REVISED BY: Personnel Commission **DATE:** 01/2017

REVISED BY: Personnel Commission **DATE:** 03/11/2025

REVISED BY: **Personnel Commission** **DATE: 04/28/2026**



INFORMATIONAL ITEM

- Recruitment Report
- Open to Public
- Open to Staff
- Open to Personnel Commission

Human Resources Classified Recruitment Report Last Updated on 04-23-2026

Job Posting	Hired	Current Vacancies	Site	Eligibility List	Recruitment Status
Accounting Specialist	0	1	Business Services	N	Posted on EdJoin
Analyst, Categorical Programs	0	1	Ed Services	N	Written Exam
Buyer	0	1	Business Services	N	Posted on EdJoin
Community Liaison Worker - Spanish	1	0	Anderson	Y	Hired
Data Info Systems Integration Specialist	0	1	Tech Dept	N	Written Exam
Early Education Assistant	3	0	Various sites	Y	Hired
Early Ed Infant Assistant (Spanish Preferred)	3	0	Land	Y	Hired
Early Ed Infant Assistant (Vietnamese Preferred)	1	2	Land	Y	Names to hiring supervisor
Early Education Program Supervisor	0	1	Land	Y	Final Interviews Scheduled
ESP Facilitator* <i>Outsourced</i>	6	56	Various Sites	Y	On going
ESP Lead Facilitator* <i>Outsourced</i>	4	6	Various Sites	N	On going
Food Service Delivery Driver/Worker	0	1	Nutrition Services	N	Driving Exam
Lead Food Service Worker	2	0	Various Sites	N	Hired
Network Systems Analyst	0	1	District Office	N	Posted on EdJoin
Nutrition Services Operation Technician	1	0	Nutrition Services	N	Hired
Paraeducator	4	1	Various Sites	Y	Hired
Paraeducator Instructional Support	8	22	Various Sites	N	Hired
Paraeducator Behavior & Instructional Support	0	10	Various Sites	N	Final Interviews Scheduled
Paraeducator Specialized Health	0	2	Hayden &	N	Oral Exam Scheduled
School Office Manager	1	0	Sequoia	Y	Hired
Senior Clerk Typist	0	1	ESP - Admin Staff	N	Oral Exam Scheduled
Student Services Technician	0	1	LAND	N	Posted on EdJoin
Student Transportation Assistant	0	1	District Office	N	Final Interviews Scheduled
Month At A Glance	34	109			