



THE PERSONNEL COMMISSION

(supporting education through merit)

OXNARD SCHOOL DISTRICT

NOTICE OF SPECIAL MEETING

AGENDA

Tuesday, October 19, 2021

4:30 p.m. Special Meeting

Portable 403 of the ESC

1051 South A Street, Oxnard, CA 93030

A. ORDER OF BUSINESS

1. Call Meeting To Order
2. Roll Call
3. Adoption of the Agenda

B. COMMENTS BY THE PUBLIC

Public Comment provides the public an opportunity to address the Personnel Commission ("Commission") on non-agenda items. Speakers are requested to limit their remarks to three (3) minutes. The Commission shall limit the total time for Public Comment on each subject to fifteen (15) minutes. The Commission may not deliberate or take any action on items raised during this portion of the meeting.

C. ACTION ITEMS

1. Paraeducator – General Education (page 2-6)
The Personnel Commission will consider revising the job description.
2. Paraeducator – Special Education (page 7- 11)
The Personnel Commission will consider the establishment of the new classification, salary placement, and job description.

D. ADJOURNMENT

Note: In accordance with the requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Personnel Commission before the meeting date. Any materials relating to an agenda item that are distributed less than 72 hours prior to a meeting are available at the Personnel Commission Office located at 1051 South "A" Street, Oxnard, California 93030

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

October 19, 2021

TITLE: CLASSIFICATION REVISION – Paraeducator - General Education

BACKGROUND & FINDINGS:

There are currently three series of Paraeducator classifications across the District: Paraeducator I, II and III. In reviewing the structure of these Paraeducator classifications, a proposal is being made to revise the series. In collaboration with the District, the following changes are being proposed for the Paraeducator series:

- Paraeducator I - title change to "Paraeducator - General Education"
- Paraeducator II and III - combining the two positions and creating a new classification of "Paraeducator - Special Education"

The following changes are being proposed to the Paraeducator I classification:

- Title change to "Paraeducator - General Education"
- Updates to the Distinguished Characteristics to reflect the change in the series and other job titles

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to approve the revisions of the Paraeducator - General Education classification specification as presented.

PARAEDUCATOR I - GENERAL EDUCATION

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

Definition

Under immediate supervision, assists in providing instruction to individual or small groups of students in a classroom or an instructional resource setting; prepares instructional materials; ~~provides~~ services to students with specialized needs; assists students who require personal and health care to meet requirements necessary for attending classes; provides assistance with personal hygiene and other needs as required by the individual; and performs related duties as assigned.

Distinguishing Characteristics Among Related Classes

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

The Paraeducator I – General Education classification works under direction of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials, and maintaining a safe and clean learning environment. This position is generally assigned to classrooms working with the general student population or TK/K classes.

The Paraeducator II – Special Education classification works under direction of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials, and maintaining a safe and clean learning environment. This classification is generally assigned to work with students having special needs including: learning needs, behavioral and social-emotional needs, and physical limitations. This classification may be assigned to work with students having disabling conditions, including cognitive, behavior, and/or significant medical impairments. Students may require daily hygiene support. Incumbents are expected to assist classroom teachers by working with assigned students, in various subject-matter areas, who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). Some positions may be assigned to ~~accompany students one-on-one or classrooms with special needs students support students one-on-one.~~

Supervision Received and Exercised

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

Duties and Responsibilities

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

1. Reinforce instruction to individuals or small groups of students as directed by teacher.
2. Assist in the supervision of students with specialized needs in the classroom, outdoor playground, cafeteria, and other District School location areas.
3. Prepare materials for classroom and instructional use; administer, correct, and record test results; maintain student profiles and other records of students as requested; perform a variety of clerical duties.
4. Assist teacher in establishing and maintaining a safe and sanitary environment; may pick up lunches and assist with the feeding of children.

5. Assist in lifting pupils in and out of wheelchairs, braces and other orthopedic equipment; ensure all assistance is provided in a safe manner.
6. Assist in positioning pupils and in rendering various forms of personal care, such as toileting and diapering.
7. Assist children in dressing and undressing, bathing, and grooming as needed.
8. Assist children in and out of buses; accompany or assist children to and from school buses, and in moving to and from activities on the school site.
9. Provide children with an appropriate learning environment in order for students to develop skills and knowledge; set appropriate limits for behavior and apply discipline techniques as directed.
10. May perform other duties, as trained, to assist ~~the~~ physically handicapped children such as suctioning to clear air passages, gastrostomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.
11. Observe and control behavior of assigned child in individual and group settings; report any concerns to teacher or site.
12. Confer, as needed, with teacher or site administrator on special issues of assigned child.
13. For positions designated bilingual, translate a variety of written materials from English to a second language and from that language into English; interpret and facilitate communication between staff and non-English speaking students and parents.
14. Perform other related duties and responsibilities as assigned.

Qualifications

Knowledge of:

- General needs, behavior, physical limitations, special needs, and emotional problems of students who may require personal or health care
- Behavior management techniques
- Methods and techniques of safely lifting and moving children with physical limitations
- Personal hygiene practices
- Health and safety and basic first aid techniques, including CPR
- Child guidance principles and practices as they relate to children with physical limitations
- Safe practices in school and playground settings
- Basic principles and practices of child development and child guidance

Ability to:

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

- Establish and maintain effective working relationships with those contacted in the course of work
- React calmly under stressful situations and emergencies
- Travel to multiple sites within work day

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education and Training: Consistent with the Every Student Succeeds Act of 2015, No Child Left Behind Act of 2001 and other related legislation, paraprofessionals working in a program supported with Title I funds must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience: ~~S~~ome experience working with school-age children in an organized educational, health, child care, or other structured setting is highly desirable.

Special Requirements, License or Certificate, as required by the individual assignment/position:

- Possession of, or ability to obtain, a valid California Driver's license.
- Possession of, or ability to obtain, a CPR and first aid certificate.
- Some positions in this classification may require bilingual certification and/or a special assessment of the ability to communicate clearly in English and/or Spanish.

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site; indoor and outdoor recreational facilities; toilet, clean, diaper, and feed children with limitations.

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

AppointmentPOINTMENT:

In accordance with Education Code Section 45301, an employee appointed to this classification must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 15.0

Oxnard School District

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Approved 02/10

Revised: 10/17, 01/18, 07/~~2019~~, 10/21

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor(s):

Shristie Nair-Villano
Director, Classified Human Resources

Date of Meeting:

October 19, 2021

TITLE: CLASSIFICATION NEW – Paraeducator - Special Education

BACKGROUND & FINDINGS:

The Director of Special Education has requested that the Personnel Commission create a new classification of Paraeducator - Special Education.

The classification of Paraeducator - Special Education will provide instruction to individual or small groups of students in subject-matter areas to reinforce lessons to special education students. This position may work one-on-one with and supervise an assigned student that has learning, emotional, physical and/or behavioral disabilities; also, may support small group and whole group instruction in collaboration with the special education or general education teacher.

Currently, we have two classifications, Paraeducator II and Paraeducator III, that support the Special Education program. This proposed classification will replace the Paraeducator II and Paraeducator III classifications.

SALARY PLACEMENT:

Staff studied internal relationships within the Classified salary schedule to determine a salary placement. Specifically, staff looked at internal relationships in the Instructional Support series.

Based on internal alignment and in order to provide a competitive salary, it would be appropriate to place the proposed classification of Paraeducator - Special Education at range 17 of the Classified salary schedule.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to:

- approve the new classification specification for Paraeducator - Special Education and
- allocate the classification of Paraeducator - Special Education to salary range 17 of the Classified salary schedule.

PARAEDUCATOR – SPECIAL EDUCATION

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

Definition

Under general supervision, provides instruction to individual or small groups of students in subject-matter areas to reinforce lessons to special education students; may assist speech therapists in assessing and providing services; may provide services to students with specialized behavioral and health needs; may provide assistance with personal hygiene; monitors and records student behavior and performance; may work one-on-one with and supervise an assigned student that has learning, emotional, physical and/or behavioral disabilities; may support small group and whole group instruction in collaboration with the special education or general education teacher; completes paperwork and creates classroom materials as needed for instruction and behavioral support; and performs related duties as assigned.

Distinguishing Characteristics Among Related Classes

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

The Paraeducator – General Education classification works under direction of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials and maintaining a safe and clean learning environment. This position is generally assigned to classrooms working with the general student population or TK/K classes.

The Paraeducator – Special Education classification works under direction of a teacher or other certificated employee and assists in providing instructional reinforcement, preparing instructional materials, and maintaining a safe and clean learning environment. This classification is generally assigned to work with students having special needs including: learning needs, behavioral and social-emotional needs, and physical limitations. This classification may be assigned to work with students having disabling conditions, including cognitive, behavior, and/or significant medical impairments. Students may require daily hygiene support. Incumbents are expected to assist classroom teachers by working with assigned students, in various subject matter areas, who are working on specific goals and objectives based upon their identified unique needs documented in the student's Individual Education Plan (IEP). Some positions may be assigned to support students one-on-one.

Supervision Received and Exercised

Receives supervision from site administrator; may receive supervision from the Director of Special Education, Manager of Special Education, or designee. Receives technical and work direction from the classroom teacher. No supervision is exercised.

Duties and Responsibilities

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

1. Reinforce instruction for a classroom, and individual or small groups of students as directed by the teacher.
2. Under the direction of a teacher and in conformity with students' IEP goals and objectives, follows and implements associated treatment plans and protocols.
3. Assist individual or small groups with academic skills; listen to and reinforce instruction to individual in reading, spelling, math, social studies and other subjects.

4. Provide services to students with specialized needs; assist students who require personal and health care; may provide assistance with personal hygiene and other needs.
5. Observe and control behavior of students inside or outside of classroom according to approved procedures; report progress regarding student performance and behavior to teacher; assist students by providing proper examples, emotional support, friendly attitude, and general guidance.
6. Assist in lifting pupils in and out of wheelchairs, braces, and other orthopedic equipment; ensure all assistance is provided in a safe manner; assist in positioning pupils and in rendering various forms of personal care, such as toileting and diapering; assist children in dressing, bathing, and grooming as needed.
7. Assist children in and out of buses; accompany or assist children to and from school buses and in moving to and from activities on the school site.
8. May perform other duties as trained, to assist physically handicapped children such as suctioning to clear air passages, gastrostomy tube feeding, catheterization, colostomy and ileostomy care, oxygen administration and flow monitoring, emergency care, and other related forms of personal health care.
9. May assist students and teachers in the use of instructional software and related peripherals.
10. Prepare materials for classroom and instructional use and set up work areas, displays, and exhibits; operate a variety of educational equipment as needed.
11. Confer with teachers concerning programs and materials to meet students' needs.
12. Ensure the health and safety of students by following all health and safety rules; conduct general clean-up of work site.
13. Perform a variety of clerical duties such as preparation of instructional materials, administer, correct and record test results; take roll, maintain student profiles and other records of students as requested; maintain confidential student records and files.
14. Assists in maintaining a clean and orderly learning environment.
15. If assigned to the Infant Program, may travel to and interpret for non-English speaking parents/family members.
16. For positions designated bilingual, translate a variety of written materials from English to a second language and from that language into English; interpret and facilitate communication between staff and non-English speaking students and parents.
17. Perform CPR and First Aid as required.
18. Perform related duties and responsibilities as required.

Qualifications

Knowledge of:

- General needs, behavior, physical limitations, special needs, and emotional problems of students who may require personal or health care
- Behavior management techniques
- Methods and techniques of safely lifting and moving children with physical limitations
- Personal hygiene practices
- Health and safety and basic first aid techniques, including CPR
- Child guidance principles and practices as they relate to children with physical limitations
- Safe practices in school and playground settings
- Basic principles and practices of child development and child guidance

Ability to:

- Reinforce instruction to individuals or small groups of students as directed by the teacher
- Maintain confidentiality for the privacy and dignity of physically handicapped children
- Safely lift children in and out of school buses, wheel chairs, braces, and other orthopedic equipment

- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Serve as a role model, provide emotional support, and maintain a friendly attitude
- Perform routine clerical duties and maintain records
- Work independently with minimal direction
- Provide information and assistance to parents, the general public, and other staff members in a helpful, courteous, and timely manner
- Communicate clearly and concisely, both orally and in writing
- Understand and follow oral and written directions
- Establish and maintain effective working relationships with those contacted in the course of work
- React calmly under stressful situations and emergencies
- If assigned to the Infant Program, travel to multiple sites within the work day

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education and Training: Consistent with the Every Student Succeeds Act of 2015, No Child Left Behind Act of 2001, and other related legislation, paraprofessionals working in a program supported with Title I funds must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; or
2. Attainment of an Associate of Arts degree or higher degree; or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience: One year of experience working with school-age children in an organized educational, health, child care, or other structured setting is required. Experience working with children with special needs is highly desirable.

Special Requirements, License or Certificate, as required by the individual assignment/position:

- Possession of, or ability to obtain, a valid California Driver's license.
- Possession of, or ability to obtain, a CPR and first aid certificate.
- Some positions in this classification may require bilingual certification and/or a special assessment of the ability to communicate clearly in English and/or Spanish.

Working Conditions

Environmental Conditions: Classroom environment; subject to traveling from site to site; indoor and outdoor recreational facilities; toilet, clean, diaper, and feed children with limitations.

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

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Appointment

In accordance with Education Code Section 45301, an employee appointed to this classification must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 17.0

Approved: October 14, 2021