

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

District Office Board Room
1651 Sixteenth Street, Santa Monica CA 90404

AGENDA

REGULAR MEETING
March 10, 2015 @ 4:00 p.m.
District Office Board Room

I. General Functions:

- A. Call To Order**
- B. Roll Call**
- C. Pledge Of Allegiance**
- D. Approval of Agenda for Regular Meeting on March 10, 2015**

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Joseph Pertel							
Michael Sidley							

- E. Approval of Minutes for Regular Meetings on January 22, 2015**

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Joseph Pertel							
Michael Sidley							

- F. Report from the Director of Classified Personnel**
- G. Personnel Commissioner Comments/Reports**
- H. Communications**
- I. Public Comments**

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**
District Office Board Room
1651 Sixteenth Street, Santa Monica CA 90404

AGENDA

REGULAR MEETING
March 10, 2015 @ 4:00 p.m.
District Office Board Room

Electronically Recorded

- ❖ **Instructions on Public Comments:** Persons wishing to address the Personnel Commission regarding an item scheduled for this meeting must submit the "Request to Address" card before consideration of that item. Persons wishing to address the Personnel Commission regarding an item within the Commissions subject matter jurisdiction but not scheduled on this meeting's agenda may speak during the Public Comments section by submitting the "Request to Address" card before the Commission reaches that section of the agenda.

PERSONNEL COMMISSIONERS: Mrs. Barbara Inatsugu, Mr. Joseph Pertel and Mr. Peter Lippman*

*Please note that the appointment of Peter Lippman to the SMMUSD Personnel Commission is pending approval by the State Superintendent's Office.

I. General Functions:

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Approval of Agenda for Regular Meeting on March 10, 2015

E. Approval of Minutes for Regular Meeting on January 22, 2015

F. Report from the Director of Classified Personnel: This is an opportunity for the Director of Classified Personnel to report on items relevant to Personnel Commission.

- General Comments
- 2015 Salary Study Update
- LACOE BEST Project Update
- District Technology Team Update
- Professional Growth & Training Committee Update
- Affordable Care Act Committee Update

If you will require an accommodation to participate in the Commission meeting, please notify the Personnel Commission Office at least 48 hours prior to the meeting.

G. Personnel Commissioner Comments/Reports: This is time during which a Personnel Commissioner may make a brief announcement or report on his/her own activities relative to Commission business. This is not a time for discussion.

H. Communications: The Communications section provides an opportunity for the Personnel Commission to hear from the individuals or representatives listed below. All reports are limited to 5 minutes or less.

1. SEIU Report
2. Board of Education Report

I. Public Comments: Public Comments is the time when members of the audience may address the Personnel Commission on items not scheduled on the meeting's agenda. All speakers are limited to five (5) minutes. When there is a large number of speakers, the Personnel Commission may reduce the allotted time to three (3) minutes per speaker. The Brown Act (Government Code) states that Personnel Commission members may not engage in discussion of issues raised during "Public Comments" except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff.

J. Personnel Commission Organization – Election of Personnel Commission Officers:

Election of Personnel Commission Officers (Pursuant to Personnel Commission Rule 2.1.5.)

- a. Nomination of Chair
- b. Nomination of Vice-Chair

II. Consent Calendar: Items are considered routine, require no discussion, and are normally approved all at once by the Personnel Commission. However, members of the Personnel Commission, staff, or the public may request an item be clarified and/or discussed.

A. Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligibles</u>
Children's Center Assistant 1	7
Children's Center Assistant 3	3
Custodian	31
Gardener	5
Instructional Assistant – Classroom	2
Instructional Assistant – Classroom	5
Paraeducator-1	12
Paraeducator-3	13
Physical Activities Specialist	6
Swimming Instructor/Lifeguard	3

List Extension (Personnel Commission Rule §6.1.3.: *Duration of Eligibility Lists*)

Paraeducator-1	4
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B. Approval of Advanced Step Placements:

1. Advanced Step Placements:

- a. Approve the Advanced Step Placement for new employee Justin Korduner in the classification of Instructional Paraeducator-1 at Range: 20 Step: D
- b. Approve the Advanced Step Placement for new employee Gary Lindsey in the classification of Custodian at Range: 22 Step: B
- c. Approve the Advanced Step Placement for new employee Abbey Seiden in the classification of Instructional Assistant - Classroom at Range: 18 Step: D
- d. Approve the Advanced Step Placement for new employee Miceala Shocklee in the classification of Paraeducator 1 at Range: 20 Step: D
- e. Approve the Advanced Step Placement for new employee Breanna Williams in the classification of Instructional Paraeducator-1 at Range: 20 Step: D

III. Action/Discussion Items/or Other Information:

A. Action Item(s): These items are presented for ACTION at this time.

1. Classification Revisions:

Recommendation: *Approve*

- a. Approve the revisions to the HVAC Mechanic within the Maintenance job family.
- b. Approve the revisions to the Instructional Assistant – Bilingual classification within the Instructional Support job family.
- c. Approve the revisions to the Paraeducator-1 classification within the Instructional Support job family.
- d. Approve the revisions to the Paraeducator-2 classification within the Instructional Support job family.
- e. Approve the revisions to the Paraeducator-3 classification within the Instructional Support job family.
- f. Approve the revisions to the Sports Facility Attendant within the Operations job family.
- g. Approve the revisions to the Technology Support Assistant within the Technology job family.
- h. Approve the revisions to the Senior Technology Support Assistant within the Technology job family.

2. **Reclassification Study:**
 Recommendation: *Approve*
 - a. Approve the reclassification for Ms. Cynthia Crawford from Library Assistant I to Library Assistant II.
3. **Salary Study:**
 Recommendation: *Approve*
 - a. Approve recommendation to the Board of Education for salary increase to the Technology Support Assistant from Range 32 to Range 38.
 - b. Approve recommendation to the Board of Education for salary increase to the Senior Technology Support Assistant from Range 37 to Range 43.

B. Discussion Item(s): These items are submitted for discussion only. Any action that might be required will generally be scheduled for the next regularly scheduled meeting of the Commission.

1. Merit System Training Series – Jurisdiction of the Personnel Commission regarding Salary Recommendations

C. Information Item(s): These items are placed on the agenda as information and do not require discussion.

1. Advanced Step Placement Status Report
2. Open Personnel Requisitions Status Report
3. Filled Personnel Requisitions Status Report
4. Classified Personnel – Merit Report - No. A.12 (for SMMUSD School Board Agenda)
 - February 5, 2015
 Classified Personnel – Merit Report - No. A.16
 - February 19, 2015
 Classified Personnel – Merit Report - No. A.17
 - March 5, 2015
5. Classified Personnel – Non-Merit Report – No. A.13
 - February 5, 2015
 Classified Personnel – Non-Merit Report – No. A.17
 - February 19, 2015
 Classified Personnel – Non-Merit Report – No. A.18
 - March 5, 2015
6. Personnel Commission’s Twelve-Month Calendar of Events
 - 2014 – 2015
7. Board of Education Meeting Schedule
 - 2014 – 2015

IV. Personnel Commission Business:

A. Future Items:

Subject	Action Steps	Tentative Date
Preliminary Budget – Fiscal Year 2015-2016	First Reading	April 2015
	-First Reading of Changes to Merit Rules: <i>Chapter II: The Personnel Commission</i>	April 2015
	-Approval of Changes to Merit Rules: <i>Chapter II: The Personnel Commission</i> -First Reading of Changes to Merit Rules: <i>Chapter III: Classification</i>	May 2015
	-Approval of Changes to Merit Rules: <i>Chapter III: Classification</i> -First Reading of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i>	June 2015
	-Approval of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i> -First Reading of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i>	July 2015
	-Approval of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i> -First Reading of Changes to Merit Rules: <i>Chapter VI: Eligibility Lists</i>	August 2015
Classified Employees Appreciation Reception		May 2015
Adoption of Budget – Fiscal Year 2016-2016		May 2015
Adoption of Personnel Commission Calendar 2015-2016		May 2015
Annual Performance Evaluation of Personnel Commission Staff		May 2015

V. Next Regular Personnel Commission Meeting:

Tuesday, April 14, 2015, at 4:00 p.m. - *District Office Board Room*

- ❖ **Public Comments for Closed Session Items ONLY:** Persons wishing to address the Personnel Commission regarding an item scheduled for closed session must submit the “Request to Address” card prior to the start of closed session.

VI. Closed Session:

- No Closed Session

VII. Adjournment:

There being no further business to come before the Personnel Commission, it is recommended that the meeting be adjourned.

Submitted by:

Brandon Tietze
Secretary to the Personnel Commission
Director, Classified Personnel

The meeting is adjourned in memory of John Mockler, former Secretary of Education in California and former Executive Director of the California State Board of Education, who recently passed away.

If you wish to receive a full copy of the Personnel Commission Agenda Packet, please contact the Personnel Commission Office at (310) 450-8338, ext. 70-279.

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**
District Office Board Room
1651 Sixteenth Street, Santa Monica CA 90404

MINUTES

REGULAR MEETING
January 22, 2015 @ 4:00 p.m.
District Office Board Room

Electronically Recorded

Instructions on Public Comments: Persons wishing to address the Personnel Commission regarding an item scheduled for this meeting must submit the "Request to Address" card before consideration of that item. Persons wishing to address the Personnel Commission regarding an item within the Commissions subject matter jurisdiction but not scheduled on this meeting's agenda may speak during the Public Comments section by submitting the "Request to Address" card before the Commission reaches that section of the agenda.

PERSONNEL COMMISSIONERS: Mrs. Barbara Inatsugu, Mr. Joseph Pertel and Mr. Michael Sidley

I. General Functions:

A. Call to Order: The Regular Meeting of the Personnel Commission was called to order at 4:06 p.m.

Roll Call: Commissioners Inatsugu, Pertel, and Sidley were present.

B. Pledge of Allegiance: Mrs. Wendy Sidley led all in attendance in the Pledge of Allegiance.

C. Motion to Approve Agenda: January 22, 2015

It was moved and seconded to approve the agenda with the following amendment:

- **Agenda Item II.B.1.k. – “Advanced Step Placement” was relocated to Agenda Item III. A.2. – “Action Item(s).”**

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu			✓			
Joseph Pertel		✓	✓			
Michael Sidley	✓		✓			

D. Motion to Approve Minutes: December 9, 2014

It was moved and seconded to approve the minutes as submitted.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu			✓			
Joseph Pertel	✓		✓			
Michael Sidley		✓	✓			

F. Report from the Director of Classified Personnel: This is an opportunity for the Director of Classified Personnel to present informational items of interest to the members of the Personnel Commission, which are not action items on the agenda.

- General Comments
 - **Director Tietze welcomed Mrs. Wendy Sidley as an honored guest.**
 - **Director Tietze reported on recruitments the Personnel Commission staff is currently conducting. The major focus of the Office still remains on classification and compensation analysis including the state of the revised comprehensive salary study.**
 - **Director Tietze updated the Personnel Commission about the current state of discussions with Special Education regarding substitutes and vacancies. He is contacting other agencies to learn about their approach and solutions of these complex matters. Director Tietze expressed his gratitude to the Personnel Commission and Special Education staff for their continuous dedication to resolving the issues.**
 - **Director Tietze informed the Personnel Commission about performing revisions, enhancement, and user friendly formatting of certain essential District forms such as the Performance Evaluation Form for classified staff and Position Control Form.**
 - **Director Tietze was pleased to notify the Personnel Commission about positive feedback from administrators and principal concerning professional quality of candidates they interview.**
- Personnel Commissioner Nomination Update
 - **Director Tietze was pleased to inform the Personnel Commission that the newly nominated Personnel Commissioner, Mr. Peter Lippman, was approved by the Board Of Education at its January 15, 2015 meeting. The Superintendent's Office is forwarding this formal nomination to the State Superintendent of Public Instruction Tom Torlakson for his approval.**
- Note on Special Acknowledgements
 - **Director Tietze stated that the special acknowledgements will take place at the end of this brief meeting.**
- LACOE BEST Project Update
 - **None**
- District Technology Team Update
 - **None**
- Professional Growth and Training Committee Update
 - **None**
- Affordable Care Act Committee Update
 - **Director Tietze updated the Personnel Commission on a vendor presentation related to a work hours tracking system. He commended Ms. Washington for her leadership on this committee taking the District far ahead in the process when compared to other public agencies.**

- G. Personnel Commissioner Comments/Reports:** This is time during which a Personnel Commissioner may make a brief announcement or report on his/her own activities relative to Commission business. This is not a time for discussion.
- **Commissioner Inatsugu reported on her PTA involvement. She attended the first hearing in which newly elected Senator Allen participated. Commissioner Inatsugu introduced him to representatives from the education field who expressed their appreciation for the expertise Senator Allen will provide in this area of legislation.**
- H. Communications:** The Communications section provides an opportunity for the Personnel Commission to hear from the individuals or representatives listed below. All reports are limited to 5 minutes or less.
1. SEIU Report
 - **Ms. Cartee-McNeely, Chief Steward, informed the Personnel Commission about SEIU preparing for 2015-2016 negotiations. Ms. Cartee-McNeely expressed her gratitude to Ms. Washington for her dedicated service to the Santa Monica – Malibu Unified School District, to its students and to education in general. She expressed her appreciation for Ms. Washington’s leadership on the Affordable Care Act committee and contribution to developing a great interview process. Ms. Cartee-McNeely wished her all the best for her retirement.**
 2. Board of Education Report
 - **Ms. Debra Moore Washington, Assistant Superintendent of Human Resources, updated the Personnel Commission about the District’s activities such as professional development for certificated staff.**
 - **Ms. Washington informed the Personnel Commission about Mr. Ralph Mechur being re-appointed to the Board of Education.**
 - **Ms. Washington also shared her observations attending Dr. Martin Luther King, Jr. Day celebrations in Santa Monica.**
 - **Ms. Washington informed the Personnel Commission about the newly negotiated calendar for the 2016-2017 school year.**
 - **Ms. Washington updated the Personnel Commission on the District’s initiatives regarding the Affordable Care Act including a vendor presentation for Draft Time Clock Plus, an attendance reporting system.**
- I. Public Comments:** Public Comments is the time when members of the audience may address the Personnel Commission on items not scheduled on the meeting’s agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Personnel Commission may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Personnel Commission members may not engage in discussion of issues raised during “Public Comments” except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff.
- **None**

II. Consent Calendar: Items are considered routine, require no discussion, and are normally approved all at once by the Personnel Commission. However, members of the Personnel Commission, staff, or the public may request an item be clarified and/or discussed.

A. Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligibles</u>
Administrative Assistant	6
Bus Driver	2
Cafeteria Worker/Transporter	1
Campus Security Officer	10
Children’s Center Assistant 1	6
Children’s Center Assistant 2	3
Children’s Center Assistant 3	1
Instructional Assistant – Music (Band)	5
Instructional Assistant – Music (Choir)	4
Instructional Assistant – Music (Strings)	4
Instructional Assistant – Physical Education	2
Paraeducator 1	6
Paraeducator 3	4

B. Approval of Advanced Step Placements:

1. Approve the Advanced Step Placements

- a. Approve the Advanced Step Placement for new employee Alan Ceccarelli in the classification of Technical Theater Coordinator at Range: 42 Step: F
- b. Approve the Advanced Step Placement for new employee Conor Fink in the classification of Paraeducator 1 at Range: 20 Step: D
- c. Approve the Advanced Step Placement for new employee Celia Fraire in the classification of Instructional Assistant - Classroom at Range: 18 Step: E
- d. Approve the Advanced Step Placement for new employee Elisa Harry in the classification of Administrative Assistant at Range: 29 Step: B
- e. Approve the Advanced Step Placement for new employee Christina Homami in the classification of Health Office Specialist at Range: 25 Step: D
- f. Approve the Advanced Step Placement for new employee Andrea Karabatos in the classification of Instructional Assistant - Classroom at Range: 18 Step: E
- g. Approve the Advanced Step Placement for new employee Vitali Kaush in the classification of Instructional Assistant - Classroom at Range: 18 Step: D
- h. Approve the Advanced Step Placement for new employee Gail Pinsker in the classification of Community & Public Relations Officer at Range: M62 Step: D

- i. Approve the Advanced Step Placement for new employee Alex Rand in the classification of Instructional Assistant - Classroom at Range: 18 Step: E
- j. Approve the Advanced Step Placement for new employee Devari Tolliver in the classification of Paraeducator 3 at Range: 26 Step: D
- k. Approve the Advanced Step Placement for new employee Michael Torrey in the classification of Administrative Assistant at Range: 29 Step: C
- l. Approve the Advanced Step Placement for new employee Jingbo Wang in the classification of Paraeducator 1 at Range: 20 Step: B

It was moved and seconded to approve the Consent Calendar with the following amendment: Agenda Item II.B.1.k. – “Advanced Step Placement” was relocated to Agenda Item III. A.2. – “Action Item(s).”

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu			✓			
Joseph Pertel		✓	✓			
Michael Sidley	✓		✓			

III. Action Items/ Discussion/or Other Information:

A. Action Item(s): These items are presented for ACTION at this time.

- 1. Classification Revisions:

Recommendation: *Approve*

- a. Approve the revisions to the Community and Public Relations Officer within the Management job family

It was moved and seconded to approve the Director’s recommendations as submitted.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu		✓	✓			
Joseph Pertel			✓			
Michael Sidley	✓		✓			

REPORT AND DISCUSSION

- **Director Tietze provided a brief rationale for the revisions related to broadening the minimum qualifications. The experience section was extended from being specifically in public sector to a general executive level for four (4) years.**

- 2. Approve the Advanced Step Placement for new employee Michael Torrey in the classification of Administrative Assistant at Range: 29 Step: C

No motion was made.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Joseph Pertel						
Michael Sidley						

B. Discussion Item(s): These items are submitted for discussion only. Any action that might be required will generally be scheduled for the next regularly scheduled meeting of the Commission.

- None

C. Information Item(s): These items are placed on the agenda as information and do not require discussion.

1. Advanced Step Placement Status Report
2. Open Personnel Requisitions Status Report
3. Filled Personnel Requisitions Status Report
4. Classified Personnel – Merit Report - No. A.18 (for SMMUSD School Board Agenda)
 - December 11, 2014
 Classified Personnel – Merit Report - No. A.14
 - January 15, 2015
5. Classified Personnel – Non-Merit Report – No. A.19
 - December 11, 2014
 Classified Personnel – Non-Merit Report – No. A.15
 - January 15, 2015
6. Personnel Commission’s Twelve-Month Calendar of Events
 - 2014 – 2015
7. Board of Education Meeting Schedule
 - 2014 – 2015

IV. Personnel Commission Business:

A. Future Items

Subject	Action Steps	Tentative Date
Introduction of the New Personnel Commissioner		February 2015
Election of Personnel Commission Officers		February 2015
Merit Rules	-First Reading of Changes to Merit Rule: <i>Chapter I: Preliminary Statement and Definition of Terms</i>	March 2015
	-Approval of Changes to Merit Rules: <i>Chapter I: Preliminary Statement and Definition of Terms</i>	April 2015
	-First Reading of Changes to Merit Rules:	

	<i>Chapter II: The Personnel Commission</i>	
	-Approval of Changes to Merit Rules: <i>Chapter II: The Personnel Commission</i> -First Reading of Changes to Merit Rules: <i>Chapter III: Classification</i>	May 2015
	-Approval of Changes to Merit Rules: <i>Chapter III: Classification</i> -First Reading of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i>	June 2015
	-Approval of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i> -First Reading of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i>	July 2015
	-Approval of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i> -First Reading of Changes to Merit Rules: <i>Chapter VI: Eligibility Lists</i>	August 2015

V. Next Regular Personnel Commission Meeting:

Tuesday, February 10, at 4:00 p.m. - *District Office Board Room*

- ❖ **Public Comments for Closed Session Items ONLY:** Persons wishing to address the Personnel Commission regarding an item scheduled for closed session must submit the “Request to Address” card prior to the start of closed session.

VI. Closed Session:

- No Closed Session

VII. Special Acknowledgements

- Ms. Debra Moore Washington, Assistant Superintendent of Human Resources
 - **Director Tietze acknowledged and thanked Ms. Washington for her dedicated service to the District. He also expressed his gratitude for Ms. Washington’s valuable role in establishing a collaborative working partnership between the Human Resources Department and the Personnel Commission. Director Tietze congratulated Ms. Washington on her retirement.**
 - **Commissioner Pertel expressed his appreciation for working with Ms. Washington over the years he has been serving on the Personnel Commission, and wished her all the best for her retirement.**
 - **Commissioner Sidley thanked Ms. Washington for her dedicated service to the District, and expressed his gratitude for promoting a meaningful collaboration between the Personnel Commission and the District.**
 - **Commissioner Inatsugu recapped the significant moments of working with Ms. Washington. She especially thanked Ms. Washington for her vital role working with the Personnel Commission Department during the time the office was without a director. Commissioner Inatsugu conveyed best wishes for Ms. Washington’s future endeavors.**

- Ms. Washington reflected on her professional career in education. She expressed her appreciation working with the Personnel Commission and SEIU.
- Mr. Michael Sidley, Personnel Commissioner Member
 - Director Tietze recognized Commissioner Sidley’s dedication and his significant impact on the District and the Personnel Commission. He expressed his gratitude for Commissioner Sidley’s leadership, support, constructive communication, and passion when resolving challenging matters. Director Tietze wished Commissioner Sidley all the best in his future endeavors.
 - Commissioner Pertel expressed his appreciation of working with Commissioner Sidley and his insight and zeal for the classified work force.
 - Commissioner Inatsugu reminisced about the years of service with Commissioner Sidley and his valuable contribution in making the Personnel Commission the District’s respected partner. She expressed her gratitude for Commissioner Sidley’s support of the classified work force and the Personnel Commission staff.
 - Ms. Cartee-McNeely expressed her gratitude for Commissioner Sidley’s dedication and passion for the classified employees.
 - Ms. Washington thanked Commissioner Sidley for his valuable contribution to the District.
 - Commissioner Sidley thanked the Personnel Commission staff for their dedication and hard work bringing the Personnel Commission to its current state. He recollected his tenure serving the Personnel Commission. He spoke about his appreciation of the solid working relationship that has been established between the Personnel Commission and the District. He underlined the vital role classified employees play in the District’s success.

VIII. **Adjournment:** There being no further business to come before the Personnel Commission, it is recommended that the meeting be adjourned.

It was moved and seconded to adjourn the meeting.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu			✓			
Joseph Pertel	✓		✓			
Michael Sidley		✓	✓			

TIME ADJOURNED: 5:04 p.m.

Submitted by:

 Brandon Tietze
 Secretary to the Personnel Commission
 Director of Classified Personnel

If you wish to receive a full copy of the Personnel Commission Agenda Packet, please contact the Personnel Commission Office at (310) 450-8338, ext. 70-279.

II. Consent Calendar

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Joseph Pertel						
Michael Sidley						

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: IL.B.1.a.

SUBJECT: Advanced Step Placement – Justin Korduner

BACKGROUND INFORMATION:

Classification Title: Paraeducator-1	Employee: Justin Korduner	Calculation of Advanced Step Recommendation
<u>Education:</u> Must have a high school diploma or its recognized equivalent <u>and</u> <ul style="list-style-type: none"> • Completed 48 units at an institution of higher learning; OR • Obtained an Associate's (or higher) degree; OR • Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness. 	<ul style="list-style-type: none"> • Justin has received a high school diploma as well as a Bachelor's Degree in communication studies 	1 levels of education above the required level = 1 Step Advance (Max. allowed)
<u>Experience:</u> <ul style="list-style-type: none"> • No experience required 	<ul style="list-style-type: none"> • Justin worked for 7 years as a special education instructional assistant for Saddleback Valley Unified School District 	2 (2-year periods) more than the required amount of Experience = 2 Step Advance
Total Advanced Steps: 1 (Education) + 2 (Experience) = 3 Advanced Step = <u>STEP D</u>		

DIRECTOR'S COMMENTS:

Mr. Korduner's professional training and experience exceed the minimum requirements specified for this classification. Step A is \$13.37/hour, while Step D is \$15.48/hour. The net difference in pay is an approximate increase of \$2.11 per hour, \$274.50 per month, or \$2745.00 per year.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Justin Korduner at Range 20, Step D on the Classified Employee's Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment* (see attachments).

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: ILB.1.b.

SUBJECT: Advanced Step Placement – Gary Lindsey

BACKGROUND INFORMATION:

<p>Classification Title: Custodian</p>	<p>Employee: Gary Lindsey</p>	<p>Calculation of Advanced Step Recommendation</p>
<p><u>Education and Experience:</u></p> <ul style="list-style-type: none"> • Sufficient training and experience to demonstrate knowledge and abilities listed above. (Shown below) <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • Basic cleaning methods, procedures, and techniques. • Cleaning materials, supplies, and equipment. • Safe working methods and procedures <p><i>Ability to:</i></p> <ul style="list-style-type: none"> • Efficiently and effectively use cleaning materials, supplies, and equipment • Understand and carry out oral and written instructions • Establish and maintain cooperative working relationships with others • Perform simple and repetitive tasks • Be flexible 	<ul style="list-style-type: none"> • Gary has the equivalent of 2 years, 8 months experience working as a Facilities Attendent with the City of Santa Monica. 	<p>1 (2-year period) more than the required amount of Experience = 1 Step Advance</p>
<p><u>Total Advanced Steps: 0 + 1 = 1 Advanced Step = <u>STEP B</u></u></p>		

DIRECTOR'S COMMENTS:

Mr. Lindsey's professional training and experience exceed the minimum requirements specified for this classification. Pay rate at Step A is \$14.05/hour; Step is \$14.75/hour. The net difference in pay is an increase of \$.70 per hour, \$75.63 per month, or \$907.00 per year.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Gary Lindsey at Range 22, Step B on the Classified Employee's Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment* (see attachments).

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: II.B.1.c.

SUBJECT: Advanced Step Placement – Abbey Seiden

BACKGROUND INFORMATION:

Classification Title: Instructional Assistant – Classroom	Employee: Abbey Seiden	Calculation of Advanced Step Recommendation
Education: <ul style="list-style-type: none"> Any combination of education, training and/or experience that is likely to provide the required knowledge and abilities is qualifying. Preferred Qualifications: Graduation from high school or its recognized equivalent; successfully completed 48 semester units (72 quarter units) at an institution of higher learning, and 	<ul style="list-style-type: none"> Abbey has received a high school diploma and a Bachelor's degree in Anthropology/Psychology. Abbey has also passed the District's Instructional Assistant examination. 	<p>1 levels of education above the required level = 1 Step Advance</p>
Experience: <ul style="list-style-type: none"> Six (6) months of paid or verifiable, supervised volunteer experience working with school age children in a classroom or organized setting. 	<ul style="list-style-type: none"> Abbey has more than eight (8) years of instructional experience working with in a classroom or organized setting. 	<p>3 (2-year periods) more than the required amount of Experience = 2 Step Advance (Max. Allowed)</p>
Total Advanced Steps: Starting Step: B (Living Wage) + 1 (Education) + 2 (Experience) = 2 Advanced Steps = <u>STEP D</u>		

DIRECTOR'S COMMENTS:

Ms. Seiden's professional training and experience exceed the minimum requirements specified for this classification. Pay rate at Step B is \$13.37/hour; Step D is \$14.75/hour. The net difference in pay is an increase of \$1.37 per hour, \$89.25 per month, or \$893.00 per year.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Abbey Seiden at Range 18, Step D on the Classified Employee's Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment* (see attachments).

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: II.B.1.d.

SUBJECT: Advanced Step Placement – Miceala Shocklee

BACKGROUND INFORMATION:

Classification Title: Paraeducator-1	Employee: Miceala Shocklee	Calculation of Advanced Step Recommendation
<u>Education:</u> Must have a high school diploma or its recognized equivalent and: <ul style="list-style-type: none"> • Completed 48 semester units (72 quarter units) at an institution of higher learning; or • Obtained an Associate’s (or higher) degree; or • Must pass the District’s Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness. 	<ul style="list-style-type: none"> • Miceala has a Bachelor’s degree in Biology and English. 	1 level of education above the required level = 1 Step Advance
<u>Experience:</u> <ul style="list-style-type: none"> • (PREFERRED) At least one hundred (100) contact hours paid or voluntary experience working with individuals with special needs. 	<ul style="list-style-type: none"> • Miceala has five (5) years of experience working with individuals with special needs. 	2 (2-year periods) of experience above the required level = 2 Step Advance (Max. allowed)
<u>Total Advanced Steps: 1 (Education) + 2 (Experience) = 3 Advanced Steps = <u>STEP D</u></u>		

DIRECTOR’S COMMENTS:

Ms. Shocklee’s professional experience exceeds the minimum requirements specified for this classification. Pay rate at Step A is \$13.37/hour, while Step D is \$15.48/hour. The net difference in pay is an approximate increase of \$2.11 per hour, \$274.50 per month, or \$2745.00 per year.

DIRECTOR’S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement Miceala Shocklee at Range 20, Step D on the Classified Employee’s Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment* (see attachments).

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: ILB.1.e.

SUBJECT: Advanced Step Placement – Breanna Williams

BACKGROUND INFORMATION:

Classification Title: Paraeducator-1	Employee: Breanna Williams	Calculation of Advanced Step Recommendation
<u>Education:</u> Must have a high school diploma or its recognized equivalent <u>and</u> <ul style="list-style-type: none"> • Completed 48 units at an institution of higher learning; OR • Obtained an Associate's (or higher) degree; OR • Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness. 	<ul style="list-style-type: none"> • Breanna is a certified EMT 	1 levels of education above the required level = 1 Step Advance (Max. allowed)
<u>Experience:</u> <ul style="list-style-type: none"> • No experience required 	<ul style="list-style-type: none"> • Breanna worked as an Instructional Assistant / Health Care Bus Rider for Kern High School District for 5 years 	2 (2-year periods) more than the required amount of Experience = 2 Step Advance
<u>Total Advanced Steps:</u> 1 (Education) + 2 (Experience) = 3 Advanced Step = <u>STEP D</u>		

DIRECTOR'S COMMENTS:

Ms. Williams professional training and experience exceed the minimum requirements specified for this classification. Step A is \$13.37/hour, while Step D is \$15.48/hour. The net difference in pay is an approximate increase of \$2.11 per hour, \$274.50 per month, or \$2745.00 per year.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Breanna Williams at Range 20, Step D on the Classified Employee's Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment* (see attachments).

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

RULE 12.2.4.B: SALARY ON EMPLOYMENT

A new employee may request or be recommended for Advanced Step Placement within the first sixty (60) working days during the probationary period. If the new employee is granted Advanced Step Placement, the salary rate shall be retroactive to the date of entry in the classification. The request or recommendation shall be submitted, in writing, to the Director of Classified Personnel. The Advanced Step Placement is subject to the recommendation of the Director of Classified Personnel and approval of the Commission. The Director of Classified Personnel shall base the recommendation on a determination that the new employee's previous experience and qualifications substantially exceed the qualifications of the classification.

16.3 Step Advancement

16.3.1 Upon entering employment on Step A, each regular classified unit member, after satisfactory completion of the first six (6) months in a permanent position, shall advance to the next step on the appropriate range of the salary schedule. Thereafter, he/she shall advance one (1) step on the salary schedule upon completion of each year of continuous and satisfactory service until the maximum salary is reached.

16.3.2 Upon entering employment on Step B or higher, each regular classified unit member shall advance to the next step on the appropriate range of the salary schedule after the completion of one (1) year of satisfactory service and in one (1)-year increments thereafter until the maximum salary is reached.

16.3.2.1 The parties agree that there shall be a single classified salary schedule upon which all unit members shall be compensated.

16.3.3 Salary advancement shall be computed only on the first (1st) of each calendar month. When an anniversary date falls on or before the fifteenth (15th) of the month, the increment shall be figured on the first (1st) of the month. When the anniversary date falls after the fifteenth (15th) of the month, the increment shall be figured the first (1st) of the following month.

16.4 Advanced Step Placement:

A unit member may request or be recommended for Advanced Step Placement within the first sixty (60) working days during the probationary period. If the unit member is granted Advanced Step Placement, the salary rate shall be retroactive to the date of entry into the classification.

16.4.1 Unit members being promoted may be offered advanced step placement upon the supervisor's request. This request shall be supported by at least one of the following criteria:

- a. Unit member was originally hired in an entry level classification in which Advanced Step Placement was not offered; and/or
- b. Recruitment difficulty as evidenced by failure to obtain a rank of three (3) through the testing process, or a lack of qualified applicants as determined by the Director of Classified Personnel.

16.5 Salary on Promotion

16.5.1 When a unit member is promoted to a position in a higher salary range, he/she shall receive the next higher dollar amount above his/her present rate of pay, but not less than the minimum of the new salary range. If that amount is less than a one (1) step (5%) increase, the unit member shall be placed at the next higher step over that authorized above.

16.5.2 Some unit members promoted at step A shall advance one (1) step after satisfactory completion of a six (6) month probationary period. Therefore, he/she shall receive regular annual salary increments in accordance with Article 16.3.

16.5.2.1 A unit member promoted at step B or higher, shall advance one (1) step after satisfactory completion of one (1) year of service, which includes a six (6) month probationary period. Thereafter, he/she shall receive regular annual salary increments in accordance with Article 16.3.2.

16.5.3 When it is to the unit member's financial advantage to retain his/her regular anniversary date, it shall be retained. When it is to the unit member's disadvantage to retain his/her anniversary date, the date he/she is promoted to the higher class

III. Action Items

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: III.A.1.a.

SUBJECT: Classification Specification Revisions – HVAC Mechanic

BACKGROUND INFORMATION:

The Personnel Commission received a position information questionnaire from a current HVAC Mechanic around May of 2014. The questionnaire stated kitchen-related duties were being completed by the HVAC Mechanic that were not listed on the current job description. Due to an unforeseen change in employment, the investigation of the HVAC Mechanic position was postponed to December 16th, 2014.

METHODOLOGY

In carrying out these revisions, staff conducted the following activities:

- Reviewed the Position Information Questionnaire submitted to the Personnel Commission by Rigoberto Carrillo
- Reviewed the classification specification for HVAC Mechanic and other positions in the same job family
- Reviewed several similar classification specifications from other comparable agencies
- Performed a salary study from similar agencies to compare those with kitchen-related duties to those without
- Administered a survey to two (2) HVAC Mechanics, a Maintenance Supervisor and the Manager of Maintenance and Construction containing 32 assorted task statements and requested them to rate each task on job importance and frequency
- Interviewed the Maintenance Supervisor, Chris Kline and the Manager of Maintenance and Construction, Terry Kamibayashi, to collect information regarding the HVAC Mechanic's duties, responsibilities, interactions with others, and to identify the actual needs of the position
- Held a follow-up meeting with the Manager of Maintenance and Construction to review findings and discuss recommendations

ANALYSIS

- Clarified, defined, and operationalized all task statements by obtaining input from department personnel, job incumbent, and comparable agencies/positions
- Task analysis was performed to identify which tasks were an essential part of the job function and the knowledge, skills, abilities, and other worker characteristics (KSAO) needed to complete each task. Tasks identified as non-essential were removed
- A *t*-test was performed to show the difference between the comparable agencies. The results show no significant difference in salary between the agencies with kitchen-related duties and those without
- Salary analysis demonstrated a top monthly salary step average of \$5,199.00 and a median of \$5,180.00
- Salary analysis demonstrated HVAC Mechanic to be under market in salary by 16%

DISCUSSION

Based on the data collection analysis, the Personnel Commission’s findings are as follows:

- The HVAC Mechanic job description should be updated to better reflect the tasks performed on the job
- The HVAC Mechanic should not be reclassified into a new position as the duties required are within the current position based on the comparable job descriptions at other agencies
- The additional task statements do not call for a change to the current salary based on the t-test showing no significance difference between the agencies with kitchen-related duties and those without
- Due to the HVAC Mechanic being under market in salary, the salary range should be increased from 37 to 43 on the Classified Salary Schedule to reach the market median

RECOMMENDATION:

It is recommended that the Personnel Commission approve the recommendations to the HVAC Mechanic position as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							

HVAC MECHANIC SALARY ANALYSIS

HVAC MECHANIC					
Includes kitchen-related duties					
District	Position	First Step	Top Step	Education	Experience
Anaheim UHSD	HVAC-Energy Management Control System Technician	\$ 4,127	\$ 5,436	0.0	3.0
Burbank USD	HVAC Mechanic	\$ 3,479	\$ 4,453	0.0	2.0
Beverly Hills USD	Journeyman Mechanic/Air Conditioning Maintenance & Operations	\$ 3,754	\$ 4,789	0.0	2.0
Hayward USD	HVAC Mechanic	\$ 5,491	\$ 6,564	0.0	3.0
Santa Barbara USD	HVAC Mechanic II	\$ 4,429	\$ 5,254	0.0	4.0
Newport Mesa USD	HVAC/R Technician	\$ 4,555	\$ 5,579	0.0	2.0
Ventura USD	HVAC/R Mechanic	\$ 3,526	\$ 4,421	0.0	3.0
San Bernardino City USD	HVACR Mechanic	\$ 3,751	\$ 4,564	0.0	3.0
	Average	\$ 4,139	\$ 5,132		
	Median	\$ 3,941	\$ 5,022		

HVAC MECHANIC					
Does not include kitchen-related duties					
District	Position	First Step	Top Step	Education	Experience
Oceanside USD	Heating Technician	\$ 3,706	\$ 4,694	0.0	3.0
Pasadena USD	HVAC Technician	\$ 3,662	\$ 4,673	0.0	5.0
Poway USD	HVAC and Refrigeration Technician	\$ 3,971	\$ 4,838	0.0	3.0
Santa Monica Colle	Journeyman Trade-HVAC	\$ 4,929	\$ 5,991	0.0	3.0
City of Santa Monic	HVAC Technician	\$ 5,190	\$ 6,409	0.0	3.0
Conejo Valley USD	Heating & ventilation Mechanic	\$ 3,893	\$ 4,748	0.0	3.0
Garden Grove USD	HVAC Technician I	\$ 5,251	\$ 5,517	0.0	1.0
Lynwood USD	HVAC Mechanic	\$ 3,636	\$ 4,421	0.0	2.0
Torrance USD	HVAC Mechanic	\$ 4,075	\$ 4,924	0.0	2.0
Downey USD	HVAC and Refrigeration Mechanic	\$ 4,448	\$ 5,405	0.0	4.0
Culver City USD	Maintenance Heating, Ventilation and Refrigeration Mechanic	\$ 4,419	\$ 5,386	0.0	4.0
Montebello USD	HVAC Technician	\$ 3,940	\$ 5,180	0.0	2.0
Long Beach USD	HVAC Technician	\$ 4,785	\$ 5,928	0.0	4.0
	Average	\$ 4,300	\$ 5,240		
	Median	\$ 4,075	\$ 5,180		

t-Test: Two-Sample Assuming Unequal Variances

	5436	4694
Mean	5089.107143	5285
Variance	609928.5479	364022.7
Observations	7	12
Hypothesized Mean Difference	0	
df	10	
t Stat	-0.571556332	
P(T<=t) one-tail	0.290120649	
t Critical one-tail	1.812461123	
P(T<=t) two-tail	0.580241299	
t Critical two-tail	2.228138852	

	Overall	First Step	Top Step	Education	Experience
SMMUSD	\$ 3,509	\$ 4,478	0.0	3.0	
Market Average	\$ 4,239	\$ 5,199	0.0	2.9	
Market Median	\$ 4,075	\$ 5,180	0.0	3.0	
% Market Median	16%	16%			



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Maintenance
JOB TITLE	HVAC Mechanic
SALARY RANGE	37

HVAC MECHANIC

BASIC FUNCTION:

Under general supervision, perform skilled work in the repair and maintenance of refrigeration, air conditioning, heating and ventilation, kitchen, and boiler equipment and systems.

Note: The statements herein are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

REPRESENTATIVE DUTIES:

Task Statement	Code
<u>Install, maintain, replace, and repair electrical and pipefitting duct work: bolt, rivet, weld, braze, and cut all types of materials to assure safe and proper operation of heating, air conditioning, refrigeration and boiler equipment. Diagnose, inspect, install, maintain, replace and/or repair heating, air conditioning, refrigeration, and boiler equipment</u>	HVAC-1
<u>Install, maintain, replace, and repair electrical and pneumatic control systems such as switches, gauges, thermostats, valves, tubing transformers, pressure regulators, controllers, fans and pumps: clean coils, adjust air flow and replace gas or fluid in system; replace and adjust filters and belts; lubricate and oil equipment according to manufacturer's specification and industry standardsProvide regular checks and repairs of heaters for operation safety and gas leaks; check heat exchangers, ignition systems, boilers, circulation pumps, control circuits, refrigeration units and components, and related systems</u>	HVAC-2
<u>Install, maintain, replace, and repair heating and refrigeration systems such as heaters, heat exchangers, ignition systems, boilers, circulation pumps: flush boilers, descale tubing, check control circuits and refrigeration units in order to prevent gas leaks and maintain safe operationRespond to emergency calls to assure safe work environment and protection for goods and equipment</u>	HVAC-3
<u>Install, maintain, replace, and repair ventilation and air control systems such as blowers, exhaust fans, motors, water pumps and chemical injection to maintain proper and safe operation of air conditioning, ventilation, and heating equipmentAdjust and install switches, gauges, thermostats, valves, tubing transformers, pressure regulators, controllers, and other parts as needed</u>	HVAC-4
<u>Perform preventative maintenance by routinely inspecting and repairing freezers, refrigerators, forced air and convection ovens, steam kettles, ice machines, food warmers, electric warming trays, ovens, stoves, grills and other cafeteria and District kitchen equipmentCheck, test and install new systems and equipment</u>	HVAC-5
<u>Complete work orders and tasks assigned by comprehending and interpreting schematics, plans, sketches, blueprints and work ordersAnalyze and repair electrical and pneumatic control systems</u>	HVAC-6
<u>Assure supplies and parts are adequately stocked; make rough working sketches of heating and air conditioning installations to determine parts and equipment needed for maintenance and repair work; request quotes from vendors and estimate costs of materials, supplies and equipment; submit job estimates; maintain service records, routine records and other documentation as neededPerform electrical and pipefitting work involved in the installation and maintenance of heating, air conditioning, and refrigeration equipment</u>	HVAC-7

Task Statement	Code
Respond to emergency calls through work order back up to assure a safe work environment and protection for goods and equipment. Make rough working sketches of heating and air conditioning installations; estimate costs of materials, supplies, and equipment; requisition parts as needed and maintain routine records	HVAC-8
Drive a service vehicle to conduct work involved in maintaining heating, air conditioning, and refrigeration and boiler equipment; assure supplies and parts are adequately stocked	HVAC-9
Performs other duties as assigned.	GEN-1

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Manager of Maintenance & Construction
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities</i>
Received from:	Lead Person-Mechanical Trades <u>Maintenance Supervisor</u>
Given to:	Skilled Maintenance Workers <u>or Maintenance Workers</u>
Work Evaluation:	<u>Assessing the performance outcomes based on work direction and supervision expectations</u>
Collaborators:	<u>Manager of Maintenance & Construction and Maintenance Supervisor</u>
Given to:	<u>None</u>

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Methods, materials, tools, and equipment used in the maintenance and repair of ventilation, refrigeration, and heating, and kitchen related equipment such as hand tools, multimeters, refrigerator gauges, and Freon
- Building codes, policies, regulations, and guidelines pertaining to typical School District ventilation and heating systems
- Safe work methods and procedures
- Proper use of refrigerant recovery equipment and safe disposal of refrigerant containers
- Technical aspects of field of specialty
- Beginner level computer usage
- Health and safety regulations

ABILITY TO:

- Perform journey-level repair, maintenance, and installation of ventilation, heating, and food storage refrigeration equipment
- Use hand tools, equipment gauges and meters, metal benders, plasma cutter, rivet gun, and welding equipment
- Use a computer based Building Management System (BMS)
- Work from blueprints, shop drawing, sketches, manuals and diagrams
- Maintain records and prepare complete and concise reports
- Work independently with minimal supervision
- Understand and carry out oral and written directions
- ~~Meet schedules and timelines~~
- Establish and maintain cooperative working relationships

- Work efficiently to meet schedules and deadlines
- Maintain work pace appropriate to given work load
- Operate, adjust and service specialized equipment used in the basic trade
- Observe legal and defensive driving practices
- Be flexible

MINIMUM QUALIFICATIONS

EXPERIENCE:

Three (3) years journey-level HVAC & refrigerant experience.

LICENSES AND OTHER REQUIREMENTS:

- Possession of a valid California Driver's License.
- Insurable by the District's carrier
- Valid EPA Refrigerant Recycling certification
- Certification in Freon recovery

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and shop work environment; subject to driving a vehicle to conduct work; subject to fumes and noise from air conditioning and refrigeration equipment

PHYSICAL DEMANDS:

Lifting and carrying heavy objects; climbing ladders; walking and standing for extended periods of time; bending at the waist; kneeling or crouching; reaching overhead, above the shoulders, and horizontally; perform heavy physical labor; hearing and speaking to exchange information; dexterity of hands and fingers to safely and efficiently operate hand tools and specialized equipment; visual and auditory acuity sufficient to maintain safety standards.

HAZARDS:

Electrical power supply and high voltage; working in a cramped or restrictive work chamber; exposure to vapors and fumes.

HVAC Specialist- June 1977
Revised: March 7, 1994
HVAC Mechanic Revised: April 17, 1995 (Ewing & Company)
Revised: February 4, 2015

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.1.b.

SUBJECT: Classification Specification Revisions – Instructional Assistant-Bilingual

BACKGROUND INFORMATION:

A request to update the qualifications for Instructional Assistant-Bilingual was made by the Director of Classified Personnel due to the lack of bilingual requirements in the current classification specification.

METHODOLOGY

In carrying out these revisions, staff conducted the following activities:

- Reviewed comparable job descriptions regarding qualifications required.

DISCUSSION

Based on the findings, the Personnel Commission’s findings are as follows:

- Speaking, reading and writing fluent Spanish should be added to the requirements of the position
- The education and experience requirements should be revised according to approved revisions made for the position of Instructional Assistant-Classroom at the November 12, 2014 Personnel Commission meeting. This includes the following:
 - Revise the education requirements to follow the No Child Left Behind Act
 - Revise the experience requirements to be considered preferred qualifications instead of implied minimum qualifications

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Instructional Assistant-Bilingual classification specifications as provided.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Peter Lippman						
Joseph Pertel						

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT BILINGUAL

Classified Employees Salary Schedule – 20

DEFINITION

Under the general supervision of a certificated teacher and a site administrator, assists the teacher by providing instructional support in English and Spanish to individuals and/or groups of students in regular classrooms and assigned programs, monitors and reports student progress regarding performance and behavior and provides clerical and other support assistance related to instructional activities. The Instructional Assistant Bilingual (Spanish) also assists students in becoming successful in their academic, social and emotional development.

TYPICAL DUTIES

1. Utilizes written and spoken English and Spanish to work with students in small groups and/or on an individual basis in regular classrooms and assigned programs, such as Limited English Proficiency (LEP), Sheltered English Classes, Transitional Bilingual Classes, and the immersion magnet school to provide instructional, reinforcement and follow up support in language development and other learning activities.
2. Assists in the preparation and implementation of lesson plans, instructional materials and learning aids as directed by the teacher, including translating materials; interpreting instructions, terms and words; scoring student reports and papers; and administering, monitoring and scoring a variety of tests.
3. Observes students and assists in the supervision and modeling appropriate student behavior through positive reinforcement techniques.
4. Confers with teachers concerning student progress and to determine programs, activities and materials to meet the needs of students in the specific language acquisition program to which the Instructional Assistant Bilingual (Spanish) is assigned.
5. Performs clerical support duties, such as preparing, typing and copying instructional materials; recording grades; preparing and maintaining student files, and records as necessary, including confidential records; and distributing and collecting paper, supplies and materials.
6. Operates and assists students in the operation of a variety of instructional aids, media, and computer terminals and software programs.
7. Provides support to the teacher by setting up work areas, display and exhibits, and operating VCR and other audio-visual equipment.
8. Participates in staff meetings and in-service training programs as assigned.

9. May serve as a translator and interpreter to facilitate communication with Spanish speaking parents and other members of the school community.
10. May contact Spanish speaking parents or guardians in case of emergency.
11. Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Positions in the Instructional Assistant Bilingual (Spanish) classification are established to assist certificated teachers in creating successful learning opportunities for students in a variety of language acquisition programs where the ability to speak, read, and assist in the instruction of children in English and Spanish is necessary to attain the goals and objectives of the program. Incumbents perform their duties with initiative and independent judgment within standardized procedures as directed by the classroom teacher. Incumbents perform duties typical of those of the Instructional Assistant Classroom classification, using Spanish as required. Incumbents serve as assistants to the teacher. The full responsibility for appropriate instruction, training, instructional materials and evaluation procedures remains with the teacher.

SUPERVISION

Supervision is received from a certificated administrator with input from the teacher(s) to whom the Instructional Assistant Bilingual (Spanish) is assigned. No supervision of other staff is exercised.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Basic needs, characteristics and behavior of children and adolescents.

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

Basic arithmetical concepts.

Routine record keeping.

Ability to:

Demonstrate understanding for, appreciation of and patience with students in language acquisition programs.

Be aware of and sensitive to the needs of all children, their cultures, languages, life styles and capabilities.

Read, write and communicate effectively and idiomatically in English and Spanish.

Establish rapport with and gain the confidence of children and students.

Learn basic teaching techniques and methods.

Learn safe practices and procedures for classroom and campus activities.

Learn growth and development patterns of children and adolescents.

Acquire a working knowledge of subjects taught in grade level(s) to which assigned.

Learn to utilize appropriate instructional media and materials.

Learn to operate a computer terminal and use appropriate software programs.

Understand and carry out oral and written directions.

Read and comprehend instructional and related materials.

Maintain confidentiality of matters related to students.

Establish and maintain cooperative working relationships with those contacted during the normal course of work.

Be flexible.

EMPLOYMENT STANDARDS

Minimum Qualifications:

~~Any combination of education, training and/or experience that is likely to provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:~~

~~Graduation from high school or equivalent evidence of proficiency at the high school level or six months paid or verifiable, supervised volunteer experience that has provided first hand knowledge of the needs of school aged children and young people.~~

EDUCATION:

~~Must have a high school diploma or its recognized equivalent AND~~

- ~~• Completed 48 units at an institution of higher learning; OR~~
- ~~• Obtained an Associate's (or higher) degree; OR~~
- ~~• Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness~~

PREFERRED QUALIFICATIONS

EXPERIENCE:

~~Six months paid or verifiable, supervised volunteer experience that has provided first-hand knowledge of the needs of school aged children and young people.~~

LICENSE AND OTHER REQUIREMENTS:

~~Must be fluent in Spanish in reading, writing and speaking.~~

Physical Requirements:

Ability to safely lift and carry weights of up to 10 pounds.

Ability to stand and sit for extended periods of time.

Ability to reach above the shoulders.

Visual acuity sufficient for observing and monitoring students and for reading, writing, typing and preparing instructional materials.

Ability to hear and speak to exchange information and provide assistance to students.

Manual dexterity sufficient to operate instructional media, copiers, computer terminals and to handle instructional materials and files.

Reasonable accommodations will be considered to enable qualified individuals with disabilities to perform the essential duties of this classification.

Approved: June, 1977

Revised: August, 1981

Revised: June 13, 1994

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: III.A.1.c.

SUBJECT: Classification Specification Revisions – Paraeducator-1

BACKGROUND INFORMATION:

A request to update the qualifications for Paraeducator-1 was made by the Director of Classified Personnel and a Special Education Coordinator. The current CPR and First Aid requirements were found to be lacking necessary information and did not accurately reflect the requirements for the position.

METHODOLOGY:

In carrying out these revisions, staff conducted the following activities:

- Reviewed comparable job descriptions regarding qualifications required.
- Met and collaborated with Darci Keleher, Special Education Coordinator to discuss the requirements of the position.

DISCUSSION:

Based on the review and collaboration with Special Education Coordinators, the Personnel Commission’s findings are as follows:

- The CPR and First Aid certification requirement should be revised to require CPR and First Aid certification within 1 year of start date and must maintain active certification while working in this classification. Training will be provided by District staff on designated dates only.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Paraeducator-1 classification specifications as provided.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Peter Lippman						
Joseph Pertel						



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Instructional Support
JOB TITLE	Paraeducator-1
SALARY RANGE	A20

PARAEDUCATOR-1
FORMERLY "INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION"

BASIC FUNCTION

Under the general supervision of an administrator, the Paraeducator-1 provides instructional assistance to students individually and/or in groups according to state standards, classroom objectives and the individualized education program (IEP), including health and/or behavioral plans. The Paraeducator-1 provides ongoing basic or emergency health-related assistance to students as needed.

ASSIGNMENT TYPES

ASSIGNMENT	DETAILS
Para-1	Assigned to assist and monitor multiple special education students in a classroom environment.
Para-1 1:1M	Male Only. Assigned to primarily monitor and assist one male special education student at a time, with expectation to assist others when needed.
Para-1 1:1F	Female Only. Assigned to primarily monitor and assist one female special education student at a time, with expectation to assist others when needed.
Para-1 Floater	Assigned to different sites daily as needed. Includes mileage reimbursement for site to site travel when assigned to more than one location per day.
Bilingual Stipend	Includes 5% pay differential for translating, speaking, reading, or writing in a second language for work purposes
Swimming Stipend	Includes 5% pay differential for assisting special education student/s in swimming pool. The differential only applies to the amount of hours (rounded up to nearest 30-minute increment) spent performing swimming related duties in the water

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

- The Paraeducator-1 is the entry-level position of the Special Education job family
- All duties performed by a Paraeducator-1 may also be performed by a Paraeducator-2 and Paraeducator-3.
- The Paraeducator-1 will primarily provide non-intrusive medical health assistance, whereas a Paraeducator-2 may primarily provide intrusive medical assistance
- The Paraeducator-1 may provide emergency specialized medical support and intervention, whereas a Paraeducator-2 may provide daily ongoing specialized medical support
- The Paraeducator-1 may occasionally provide basic behavioral support, prompting, or guidance, whereas a Paraeducator-3 may provide regular ongoing behavioral monitoring, data collection, assessment, and intervention.

PLEASE REVIEW THE TABLE BELOW TO BETTER DISTINGUISH RESPONSIBILITIES AMONG THE DIFFERENT SPECIAL EDUCATION ASSISTANT POSITIONS

Area of Assistance	Student Needs Covered by Position (Shown in Gray Range)		
		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
	← More Health	Health AND/OR Behavior	More Behavior →
Health/ Personal Care	<ul style="list-style-type: none"> • Ongoing specialized health care needs requiring specially trained employee • Considered “medically fragile” by school nurse or authorized District personnel • Requires direct 1:1 medically-related assistance for daily health care. • Requires Individualized School Health Care Plan • Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> ○ Ostomy care ○ G tube (Gastrostomy) ○ Tracheostomy care ○ Catheterization care ○ Central venous care ○ Suctioning saliva 	<ul style="list-style-type: none"> • Mild or occasional health concerns. • Generic specialized care • Health care intervention on emergency basis • Requires reminders and additional prompts or routine hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. • Frequent physical prompts and assistance for personal care. • Positioning or bracing multiple times daily. • Physical limitations requiring assistance (stander, walker, gait trainer, wheelchair) • Requires assistance with transportation to and from toilet • Requires toilet schedule, training, direct help, diapering, etc. • Routine assistance with feeding activities such as • Requires assistance with diapering; cleaning body after toileting, • Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> ○ Nebulizer – inhaler ○ Emergency anaphylaxis injection ○ Emergency anti-seizure medication ○ Emergency diabetic care (including injections) ○ Cleaning medical equipment ○ Special food prep or feeding 	
Behavior		<ul style="list-style-type: none"> • Occasionally requires additional encouragement and prompts. • Occasional difficulty with peers or adults. • Can access curriculum adequately with a classroom behavior management plan. • Has problems following directions and behaving appropriately at least weekly. • Refuses to move or transition multiple times per week 	<ul style="list-style-type: none"> • Has ongoing problems following directions and behaving appropriately • Serious behavior problems almost daily, including potential for injury to self and others • Runs or attempts to run away frequently • Aggressive on daily basis • Has a well-developed Behavior Intervention Plan, which must be implemented to allow the student to safely attend school • Defiant and/or prone to physical aggression and/or negative behaviors to extent that cannot access education a significant percentage of the time. • Requires a Positive Behavior Support Plan (PBSP) and behavior goals and objectives on the IEP. • Staff has been trained in responses to assaultive behaviors.
Instruction		<ul style="list-style-type: none"> • Cannot always participate in whole class instruction. • Requires reminders to stay on task, follow directions and to remain engaged in learning. • Requires smaller groups and frequent verbal prompts, cues or reinforcement. • Difficulty participating in a large group. • Requires physical or verbal prompting to stay on task. • Complies primarily only with 1:1 directions and monitoring. • Cognitive abilities and skills likely require modifications not typical for class as a whole. • Requires constant verbal and physical prompting to stay on task and follow directions. • Requires specific 1:1 instructional strategies to 	

Area of Assistance	Student Needs Covered by Position (Shown in Gray Range)		
		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
		← More Health	Health AND/OR Behavior
		benefit from the IEP.	
Inclusion/ Mainstreaming		<ul style="list-style-type: none"> • Participates with modifications and accommodations. • Requires additional support to finish work and be responsible. • May need social cueing to interact with peers appropriately. • Participates with visual supervision and verbal prompts. • Requires visual shadowing or peer company to get to class. • Needs modifications and accommodations to benefit from class • Requires adult to facilitate social interaction with peers and remain in close proximity at all times. • Always requires modifications and accommodations for class work. • Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. 	

Note: The statements herein are intended to describe the general nature and level of work being performed by employees in this position, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

REPRESENTATIVE DUTIES

Task Statement	Code
Work with students with special needs in all educational settings individually and/or in groups to <u>provide instructional support</u> (academic and functional) in, but not limited to, cognitive, gross/fine motor and adaptive behavior skills, vocational skills, social and leisure skills, and physical development and fitness, according to state standards, classroom objectives, and the Individualized Education Program (IEP).	PI-1
<u>Lift/transfer students</u> in and out of holding or locomotive devices, which can include on and off the bus, on and off the toilet, in and out of a wheelchair, in and out of a stander, push locomotive devices, and/or assist students with necessary physical aid appliances when trained by appropriate staff.	PI-2
Accompany or assist students to and from, and/or on the school bus and/or other forms of <u>transportation</u> (such as public transit and taxis) including moving to and from activities on the school site and in off-campus and community settings.	PI-3
Provide <u>ongoing basic or emergency medical assistance</u> to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories.	PI-4
Assist students with <u>basic personal hygiene</u> ; hand washing, eating, toileting (including diapering) and other basic personal care needs.	PI-5
Assist in <u>monitoring the safety</u> of students in various educational settings, including assisting in basic emergency procedures.	PI-6
<u>Assist teacher</u> in the implementation of students' Individualized Education Plans (IEPs), emergency health care plans, and classroom/individual behavioral plans.	PI-7
Assist in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of <u>lesson plans/instructional materials</u> as directed by the teacher.	PI-8
Assist students in using <u>computer applications</u> and related <u>assistive technology</u> .	PI-9
Assist in <u>monitoring of students'</u> behavior, skills, and abilities, using basic note taking and data entry.	PI-10
<u>Communicate student progress</u> to teachers and designated service providers through logs and other data collection methods.	PI-11
Complete reports and records, such as accident and incident reports as needed.	PI-12
Perform <u>routine sanitation</u> duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials.	PI-13
Assist with <u>cleaning personal equipment</u> , such as glasses, hearing aids, orthopedic devices, etc.	PI-14
<u>Attend trainings</u> , workshops, and staff development meetings as required.	PI-15
Perform related duties as assigned.	GEN-1

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities.</i>
Received from:	Site Administrator

Collaborators:	Director of Special Education, Special Education Coordinator, Classroom Teacher, School Nurse, Behavioral Intervention Specialist
Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations.</i>
Received from:	Site Administrator with input from Director of Special Education, Special Education Coordinator, Classroom Instructor, School Nurse, and Behavioral Intervention Specialist
Given to:	None

KNOWLEDGE, SKILLS, AND ABILITIES

KNOWLEDGE:

- Oral and written communication skills; correct English usage, vocabulary, spelling, punctuation, and grammar.
- Basic instructional techniques and methods
- Basic principles and practices of child development and child guidance
- Basic child development as it relates to students with significant disabilities
- State standards specific to grade level(s) assigned
- Pertinent Federal, State and local laws, codes and regulations
- Basic mathematics
- Basic computer application practices (e.g., data entry)
- Basic assistive technology
- Health-related Standard Precautions
- Basic health and safety regulations (including First Aid and CPR procedures)
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance
- Personal hygiene practices
- General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care
- Basic behavior management techniques
- Methods and techniques of lifting and moving children with physical limitations
- 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

SKILLS & ABILITIES:

- Communicate clearly and concisely, both orally and in writing
- Understand and follow oral and written directions
- Recognize when to ask for assistance
- Follow District practices for reporting absences
- Refrain from using personal electronic devices for purposes unrelated to assigned duties
- Assist the teacher in responding to student health emergencies
- Demonstrate specialized emergency health care procedures after training

- Model appropriate behavior and conduct for students and staff
- Independently lift children weighing up to 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles
- Lift children weighing over 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles, using appropriate assistance from other personnel
- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages
- Establish positive rapport with and gain confidence of students with special needs
- Recognize the need to provide for the personal privacy and dignity of handicapped children
- Demonstrate an understanding, patient and receptive attitude toward children with special needs
- Assist students by providing proper examples, emotional support, and general guidance
- Assist in the instruction of state standards, classroom management and behavior support plans
- Reinforce instruction to individual or small groups of students as directed by the teacher
- Assist in the supervision of children in the classroom and outdoors
- Assist in the discipline of assigned students according to staff direction and approved policy
- Assist in the preparation of instructional materials and maintain records as directed by teacher.
- Use basic computer applications and assistive technology
- Assist in bathroom routines and feeding
- Communicate effectively and work cooperatively with co-workers, management, faculty, students, parents, public and private representatives, and other department personnel
- Maintain appropriate boundaries with students, parents, and staff
- Recognize and report safety hazards
- Maintain confidentiality of student records or other sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies
- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Learn and adapt to new procedures and conditions
- 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
- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR
- Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness.

PREFERRED QUALIFICATIONS

EXPERIENCE:

At least one hundred (100) contact hours paid or voluntary experience working with individuals with special needs.

LICENSES AND OTHER REQUIREMENTS:

Must have CPR and First Aid certification within 1 year of start date ~~within 30 days of start date~~ and must maintain active certification while working in this classification. Training will be provided by ~~designated~~ District staff on designated dates only.

WORKING CONDITIONS:

ENVIRONMENT:

May require sitting, stooping, crouching, standing, bending, climbing, squatting, kneeling, crawling, pulling, pushing, and walking to work with assigned students. Must have hand and finger dexterity to operate office equipment, learning aid, and instructional materials. May lift or move a student weighing up to fifty (50) pounds alone.

PHYSICAL ABILITIES:

Other physical demands include running, reacting, and moving quickly; safely cleaning up body fluids and the ability to apply Crisis Prevention Institute (CPI) restraint techniques.

HAZARDS:

Exposure to contact with blood and other bodily fluids. May be required to work with harsh and toxic substances, such as bleach.

DUTIES APPROVED BOARD OF EDUCATION:

Approved 1977

CLASSIFICATION APPROVED PERSONNEL COMMISSION:

June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013
Revised November 12, 2014

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.1.d.

SUBJECT: Classification Specification Revisions – Paraeducator-2

BACKGROUND INFORMATION:

A request to update the qualifications for Paraeducator-2 was made by the Director of Classified Personnel, the Coordinating Nurse and a Special Education Coordinator. The current CPR and First Aid requirements were found to be lacking necessary information and did not accurately reflect the requirements for the position.

METHODOLOGY:

In carrying out these revisions, staff conducted the following activities:

- Reviewed comparable job descriptions regarding qualifications required.
- Met and collaborated with Darci Keleher, Special Education Coordinator and Lora Morn, Coordinating Nurse to discuss the requirements of the position.

DISCUSSION:

Based on the review and collaboration with Special Education Coordinators and Coordinating Nurse, the Personnel Commission’s findings are as follows:

- The CPR and First Aid certification requirement should be revised to require CPR and First Aid certification and must maintain active certification while working in this classification.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Paraeducator-2 classification specifications as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Instructional Support
JOB TITLE	Paraeducator-2
SALARY RANGE	A23

PARAEDUCATOR-2
FORMERLY "INSTRUCTIONAL ASSISTANT-DEVELOPMENTAL HEALTH"

BASIC FUNCTION

Under the general supervision of an administrator, the Paraeducator-2 will provide assistance with the implementation of instructional and developmental programs for students who are considered medically fragile. Students may require medically related specialized health care procedures on a regular basis, which may include G-tube feeding, catheterization, general ostomy care, and tracheostomy care.

ASSIGNMENT TYPES

ASSIGNMENT	DETAILS
Para-2	Assigned to assist and monitor multiple special education students in a classroom environment.
Para-2 1:1M	Male Only. Assigned to primarily monitor and assist one male special education student at a time, with expectation to assist others when needed.
Para-2 1:1F	Female Only. Assigned to primarily monitor and assist one female special education student at a time, with expectation to assist others when needed.
Para-2 Floater	Assigned to different sites daily as needed. Includes mileage reimbursement for site to site travel when assigned to more than one location per day.
Bilingual Stipend	Includes 5% pay differential for translating, speaking, reading, or writing in a second language for work purposes
Swimming Stipend	Includes 5% pay differential for assisting special education student/s in swimming pool. The differential only applies to the amount of hours (rounded up to nearest 30-minute increment) spent performing swimming related duties in the water

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

- The Paraeducator-1 is the entry-level position of the Special Education job family
- All duties performed by a Paraeducator-1 may also be performed by a Paraeducator-2 and Paraeducator-3.
- The Paraeducator-1 will primarily provide non-intrusive medical health assistance, whereas a Paraeducator-2 may primarily provide intrusive medical assistance
- The Paraeducator-1 may provide emergency specialized medical support and intervention, whereas a Paraeducator-2 may provide daily ongoing specialized medical support
- The Paraeducator-1 may occasionally provide basic behavioral support, prompting, or guidance, whereas a Paraeducator-3 may provide regular ongoing behavioral monitoring, data collection, assessment, and intervention.

PLEASE REVIEW THE TABLE BELOW TO BETTER DISTINGUISH RESPONSIBILITIES AMONG THE DIFFERENT SPECIAL EDUCATION ASSISTANT POSITIONS

Area of	<i>Student Needs Covered by Position (Shown in Gray Range)</i>
Paraeducator-2	

Assistance		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
		← More Health	Health AND/OR Behavior
Health/ Personal Care	<ul style="list-style-type: none"> • Ongoing specialized health care needs requiring specially trained employee • Considered “medically fragile” by school nurse or authorized District personnel • Requires direct 1:1 medically-related assistance for daily health care. • Requires Individualized School Health Care Plan • Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> ○ Ostomy care ○ G tube (Gastrostomy) ○ Tracheostomy care ○ Catheterization care ○ Central venous care ○ Suctioning saliva 	<ul style="list-style-type: none"> • Mild or occasional health concerns. • Generic specialized care • Health care intervention on emergency basis • Requires reminders and additional prompts or routine hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. • Frequent physical prompts and assistance for personal care. • Positioning or bracing multiple times daily. • Physical limitations requiring assistance (stander, walker, gait trainer, wheelchair) • Requires assistance with transportation to and from toilet • Requires toilet schedule, training, direct help, diapering, etc. • Routine assistance with feeding activities such as • Requires assistance with diapering; cleaning body after toileting, • Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> ○ Nebulizer – inhaler ○ Emergency anaphylaxis injection ○ Emergency anti-seizure medication ○ Emergency diabetic care (including injections) ○ Cleaning medical equipment ○ Special food prep or feeding 	
Behavior		<ul style="list-style-type: none"> • Occasionally requires additional encouragement and prompts. • Occasional difficulty with peers or adults. • Can access curriculum adequately with a classroom behavior management plan. • Has problems following directions and behaving appropriately at least weekly. • Refuses to move or transition multiple times per week 	<ul style="list-style-type: none"> • Has ongoing problems following directions and behaving appropriately • Serious behavior problems almost daily, including potential for injury to self and others • Runs or attempts to run away frequently • Aggressive on daily basis • Has a well-developed Behavior Intervention Plan, which must be implemented to allow the student to safely attend school • Defiant and/or prone to physical aggression and/or negative behaviors to extent that cannot access education a significant percentage of the time. • Requires a Positive Behavior Support Plan (PBSP) and behavior goals and objectives on the IEP. • Staff has been trained in responses to assaultive behaviors.
Instruction		<ul style="list-style-type: none"> • Cannot always participate in whole class instruction. • Requires reminders to stay on task, follow directions and to remain engaged in learning. • Requires smaller groups and frequent verbal prompts, cues or reinforcement. • Difficulty participating in a large group. • Requires physical or verbal prompting to stay on task. • Complies primarily only with 1:1 directions and monitoring. • Cognitive abilities and skills likely require modifications not typical for class as a whole. • Requires constant verbal and physical prompting to stay on task and follow directions. • Requires specific 1:1 instructional strategies to benefit from the IEP. 	

Area of Assistance	Student Needs Covered by Position (Shown in Gray Range)		
		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
	← More Health	Health AND/OR Behavior	More Behavior →
Inclusion/ Mainstreaming		<ul style="list-style-type: none"> • Participates with modifications and accommodations. • Requires additional support to finish work and be responsible. • May need social cueing to interact with peers appropriately. • Participates with visual supervision and verbal prompts. • Requires visual shadowing or peer company to get to class. • Needs modifications and accommodations to benefit from class • Requires adult to facilitate social interaction with peers and remain in close proximity at all times. • Always requires modifications and accommodations for class work. • Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. 	

Note: The statements herein are intended to describe the general nature and level of work being performed by employees in this position, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

REPRESENTATIVE DUTIES

Task Statement	Code
Assists with <u>specialized physical health care services</u> , such as lifting and positioning students in/out of wheelchairs, braces, and other orthopedic equipment, and operating medical equipment as appropriate (e.g., gastrostomy tube, tracheotomy tube, colostomy) after receiving necessary training.	P11-1
<u>Assists teachers</u> with activities for students with special needs in all educational settings individually and/or groups to provide instructional support in, but not limited to, cognitive, gross/fine motor and adaptive behavior skills, vocational skills, social and leisure skills, physical development and fitness.	P11-2
Assists students to and from <u>transportation</u> (on the bus as needed) within the school schedule by wheeling beds and chairs; positioning and repositioning students and operating medical equipment as appropriate (e.g., gastrostomy tube, tracheotomy tube, colostomy) after receiving necessary training; assists during the transporting and instruction of students in off-campus or community based settings.	P11-3
Assists the teacher in maintaining health/ safety of severely and multiple handicapped students by being aware of the <u>environment and the potential hazards</u> of each child's actions; assist the teacher according to established guidelines and procedures.	P11-4
<u>Serves/prepares meals</u> and feeds students with severe eating problems; monitors self-feeding students as directed by a teacher/health plan; when appropriate, use gastrostomy and suctioning equipment and takes appropriate action when students have difficulty while eating.	P11-5
Helps provide assistance for the students with <u>personal hygiene/grooming</u> ; monitor individual bathroom routines; change diapers and/or clothing as needed.	P11-6
Assists designated instructional service providers (i.e. Physical Therapist) with <u>physical development activities</u> when applicable.	P11-7

Task Statement	Code
Administers <u>medication, first aid and/or CPR</u> in accordance with established health plan.	PII-8
Performs <u>routine sanitation duties</u> to ensure a clean/sterile environment (e.g., clean dishes, tables, toys, therapy equipment).	PII-9
Assists students in using <u>computer applications</u> and related <u>assistive technology</u> .	PII-10
<u>Attends trainings</u> , workshops, and staff development meetings as required.	PII-11
<u>Assists teachers</u> with implementation of student's Individualized Education Program (IEP).	PII-12
<u>Completes reports</u> and records, such as accident and incident reports; daily documentation on healthcare log.	PII-13
Works with students with special needs in all educational settings individually and/or in groups to <u>provide instructional support</u> (academic and functional) in, but not limited to, cognitive, gross/fine motor and adaptive behavior skills, vocational skills, social and leisure skills, and physical development and fitness, [may assist with functional skills (e.g., bathroom routines) and community-based/vocational instruction] according to state standards, classroom objectives, and the Individualized Education Program (IEP).	PI-1
<u>Lift/transfer students</u> in and out of holding or locomotive devices, which can include on and off the bus, on and off the toilet, in and out of a wheelchair, in and out of a stander, push locomotive devices, and/or assist students with necessary physical aid appliances when trained by appropriate staff.	PI-2
Accompany or assists students to and from, and/or on the school bus and/or other forms of <u>transportation</u> (such as public transit and taxis) including moving to and from activities on and with transitions within the school site and in off-campus and community settings schedule.	PI-3
Provide <u>ongoing basic or emergency medical assistance</u> to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories.	PI-4
Assist students with <u>basic personal hygiene</u> ; with hand washing, eating, toileting (including diapering) and other basic personal care needs hygiene, self-reliance, and academic/behavioral approach.	PI-5
Assist in <u>monitoring the safety</u> of students in various educational settings, including assisting in basic emergency procedures.	PI-6
<u>Assists teacher</u> in the implementation of students' Individualized Education Plans (IEPs) and classroom/individual behavioral management plans.	PI-7
Assists in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of <u>lesson plans/instructional materials</u> as directed by the teacher.	PI-8
Assists students in using <u>computer applications</u> and related <u>assistive technology</u> .	PI-9
Assist in <u>monitoring of students'</u> behavior, skills, and abilities, using basic note taking and data entry.	PI-10
<u>Communicates student progress</u> to teachers and designated service providers through logs and other data collection methods.	PI-11
Completes reports and records, such as accident and incident reports as needed.	PI-12
Perform <u>routine sanitation</u> duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials.	PI-13

Task Statement	Code
Assist with <u>cleaning personal equipment</u> , such as glasses, hearing aids, orthopedic devices, etc.	PI-14
<u>Attends trainings</u> , workshops, and staff development meetings as required.	PI-15
Performs other duties as assigned.	GEN-1

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities.</i>
Received from:	Site Administrator
Collaborators:	Director of Special Education, Special Education Coordinator, Classroom Instructor, School Nurse, Behavioral Intervention Specialist
Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations.</i>
Received from:	Site Administrator with input from Director of Special Education, Special Education Coordinator, Classroom Instructor, School Nurse, and Behavioral Intervention Specialist
Given to:	None

KNOWLEDGE, SKILLS, AND ABILITIES

KNOWLEDGE OF:

Paraeducator-1 & Paraeducator-2 Knowledge

- Oral and written communication skills; correct English usage, vocabulary, spelling, punctuation, and grammar.
- Basic instructional techniques and methods
- Basic principles and practices of child development and child guidance
- Basic child development as it relates to students with significant disabilities
- State standards specific to grade level(s) assigned
- Pertinent Federal, State and local laws, codes and regulations
- Basic mathematics
- Basic computer application practices (e.g., data entry)
- Basic assistive technology
- Health-related Standard Precautions
- Basic health and safety regulations (including First Aid and CPR procedures)
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance
- Personal hygiene practices
- General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care
- Basic behavior management techniques

- Methods and techniques of lifting and moving children with physical limitations
- 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

Paraeducator-2 Knowledge

- Special needs of students with severe and multiple health/medical problems
- Basic strategies and techniques of assisting in the instruction of students, including those who are medically fragile
- General needs, behavior, physical limitations, special needs and emotional problems of students who may require ongoing personalized medical or health care

ABILITY TO:

Paraeducator-1 & Paraeducator-2 Abilities

- Communicate clearly and concisely, both orally and in writing
- Understand and follow oral and written directions
- Recognize when to ask for assistance
- Follow District practices for reporting absences
- Refrain from using personal electronic devices for purposes unrelated to assigned duties
- Assist the teacher in responding to student health emergencies
- Demonstrate specialized emergency health care procedures after training
- Model appropriate behavior and conduct for students and staff
- Independently lift children weighing up to 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles
- Lift children weighing over 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles, using appropriate assistance from other personnel
- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages
- Establish positive rapport with and gain confidence of students with special needs
- Recognize the need to provide for the personal privacy and dignity of handicapped children
- Demonstrate an understanding, patient and receptive attitude toward children with special needs
- Assist students by providing proper examples, emotional support, and general guidance
- Assist in the instruction of state standards, classroom management and behavior support plans
- Reinforce instruction to individual or small groups of students as directed by the teacher
- Assist in the supervision of children in the classroom and outdoors
- Assist in the discipline of assigned students according to staff direction and approved policy
- Assist in the preparation of instructional materials and maintain records as directed by teacher.
- Use basic computer applications and assistive technology
- Assist in bathroom routines and feeding
- Communicate effectively and work cooperatively with co-workers, management, faculty, students, parents, public and private representatives, and other department personnel
- Maintain appropriate boundaries with students, parents, and staff

- Recognize and report safety hazards
- Maintain confidentiality of student records or other sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies
- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Learn and adapt to new procedures and conditions
- 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
- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

Paraeducator-2 Abilities

- Demonstrate specialized nursing health care procedures after training
- Use assistive lift devices; such as sling or sit-to-stand lifts

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate’s (or higher) degree; OR
- Must pass the District’s Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness.

EXPERIENCE:

At least three hundred (300) contact hours paid or voluntary experience working with individuals with special needs.

LICENSES AND OTHER REQUIREMENTS:

~~Must have CPR and First Aid certification and must maintain active certification while working in this classification. Some positions may require CPR and First Aid certification. Training will be provided by designated District staff.~~

PREFERRED QUALIFICATIONS

EXPERIENCE:

- At least one (1) year of experience working with students with health/orthopedic impairments
- Experience in medically related field

LICENSES AND OTHER REQUIREMENTS:

License/certificate in medically related field (Certified Nurses Assistant, Medical Assistant, Licensed Vocational Nurse, etc.)

WORKING CONDITIONS:

ENVIRONMENT:

May require sitting, stooping, crouching, standing, bending, climbing, squatting, kneeling, crawling, pulling, pushing, and walking to work with assigned students. Must have hand and finger dexterity to operate office equipment, learning aid, and instructional materials. May lift or move a student weighing up to fifty (50) pounds alone.

PHYSICAL ABILITIES:

Other physical demands include running, reacting, and moving quickly; safely cleaning up body fluids and the ability to apply Crisis Prevention Institute (CPI) restraint techniques.

HAZARDS:

Exposure to contact with blood and other bodily fluids. May be required to work with harsh and toxic substances, such as bleach.

DUTIES APPROVED
BOARD OF EDUCATION:

Approved 1977

CLASSIFICATION APPROVED
PERSONNEL COMMISSION:

June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.1.e.

SUBJECT: Classification Specification Revisions – Paraeducator-3

BACKGROUND INFORMATION:

A request to update the qualifications for Paraeducator-3 was made by the Director of Classified Personnel, the Coordinating Nurse and a Special Education Coordinator. The current CPR and First Aid requirements were found to be lacking necessary information and did not accurately reflect the requirements for the position.

METHODOLOGY:

In carrying out these revisions, staff conducted the following activities:

- Reviewed comparable job descriptions regarding qualifications required.
- Met and collaborated with Darci Keleher, Special Education Coordinator and Lora Morn, Coordinating Nurse to discuss the requirements of the position.

DISCUSSION:

Based on the review and collaboration with Special Education Coordinators and Coordinating Nurse, the Personnel Commission’s findings are as follows:

- The CPR and First Aid certification requirement should be revised to require CPR and First Aid certification and must maintain active certification while working in this classification.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Paraeducator-3 classification specifications as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Instructional Support
JOB TITLE	Paraeducator-3
SALARY RANGE	A26

PARAEDUCATOR-3
FORMERLY "INSTRUCTIONAL ASSISTANT-SPECIALIZED"

BASIC FUNCTION

Under the general supervision of the Behavior Intervention Specialist, the Paraeducator-3 will provide intensive behavior intervention services and instructional support for students with exceptional needs as specified on the student’s Individualized Educational Program (IEP), behavior plan, or health plan. Services and support will be provided at the school.

ASSIGNMENT TYPES

ASSIGNMENT	DETAILS
Para-3	Assigned to assist and monitor multiple special education students at once in a classroom environment.
Para-3 1:1M	Male Only. Assigned to primarily monitor and assist one male special education student at a time, with expectation to assist others when needed.
Para-3 1:1F	Female Only. Assigned to primarily monitor and assist one female special education student at a time, with expectation to assist others when needed.
Para-3 Floater	Assigned to different sites daily as needed. Includes mileage reimbursement for site to site travel when assigned to more than one location per day.
Bilingual Stipend	Includes 5% pay differential for translating, speaking, reading, or writing in a second language for work purposes
Swimming Stipend	Includes 5% pay differential for assisting special education student/s in swimming pool. The differential only applies to the amount of hours (rounded up to nearest 30-minute increment) spent performing swimming related duties in the water

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

- The Paraeducator-1 is the entry-level position of the Special Education job family
- All duties performed by a Paraeducator-1 may also be performed by a Paraeducator-2 and Paraeducator-3.
- The Paraeducator-1 will primarily provide non-intrusive medical health assistance, whereas a Paraeducator-2 may primarily provide intrusive medical assistance
- The Paraeducator-1 may provide emergency specialized medical support and intervention, whereas a Paraeducator-2 may provide daily ongoing specialized medical support
- The Paraeducator-1 may occasionally provide basic behavioral support, prompting, or guidance, whereas a Paraeducator-3 may provide regular ongoing behavioral monitoring, data collection, assessment, and intervention.

PLEASE REVIEW THE TABLE BELOW TO BETTER DISTINGUISH RESPONSIBILITIES AMONG THE DIFFERENT SPECIAL EDUCATION ASSISTANT POSITIONS

Area of Assistance	Student Needs Covered by Position (Shown in Gray Range)		
		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
	← More Health	Health AND/OR Behavior	More Behavior →
Health/ Personal Care	<ul style="list-style-type: none"> Ongoing specialized health care needs requiring specially trained employee Considered "medically fragile" by school nurse or authorized District personnel Requires direct 1:1 medically-related assistance for daily health care. Requires Individualized School Health Care Plan Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> Ostomy care G tube (Gastrostomy) Tracheostomy care Catheterization care Central venous care Suctioning saliva 	<ul style="list-style-type: none"> Mild or occasional health concerns. Generic specialized care Health care intervention on emergency basis Requires reminders and additional prompts or routine hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Frequent physical prompts and assistance for personal care. Positioning or bracing multiple times daily. Physical limitations requiring assistance (stander, walker, gait trainer, wheelchair) Requires assistance with transportation to and from toilet Requires toilet schedule, training, direct help, diapering, etc. Routine assistance with feeding activities such as Requires assistance with diapering; cleaning body after toileting. Including, but not limited to the following specialized assistance: <ul style="list-style-type: none"> Nebulizer – inhaler Emergency anaphylaxis injection Emergency anti-seizure medication Emergency diabetic care (including injections) Cleaning medical equipment Special food prep or feeding 	
Behavior		<ul style="list-style-type: none"> Occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Can access curriculum adequately with a classroom behavior management plan. Has problems following directions and behaving appropriately at least weekly. Refuses to move or transition multiple times per week 	<ul style="list-style-type: none"> Has ongoing problems following directions and behaving appropriately Serious behavior problems almost daily, including potential for injury to self and others Runs or attempts to run away frequently Aggressive on daily basis Has a well-developed Behavior Intervention Plan, which must be implemented to allow the student to safely attend school Defiant and/or prone to physical aggression and/or negative behaviors to extent that cannot access education a significant percentage of the time. Requires a Positive Behavior Support Plan (PBSP) and behavior goals and objectives on the IEP. Staff has been trained in responses to assaultive behaviors.
Instruction		<ul style="list-style-type: none"> Cannot always participate in whole class instruction. Requires reminders to stay on task, follow directions and to remain engaged in learning. Requires smaller groups and frequent verbal prompts, cues or reinforcement. Difficulty participating in a large group. Requires physical or verbal prompting to stay on task. Complies primarily only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Requires constant verbal and physical prompting to 	

Area of Assistance	Student Needs Covered by Position (Shown in Gray Range)		
		Paraeducator-1	
		Paraeducator-2 (Health Specialist)	
		Paraeducator-3 (Behavior Specialist)	
	← More Health	Health AND/OR Behavior	More Behavior →
		stay on task and follow directions. • Requires specific 1:1 instructional strategies to benefit from the IEP.	
Inclusion/ Mainstreaming		• Participates with modifications and accommodations. • Requires additional support to finish work and be responsible. • May need social cueing to interact with peers appropriately. • Participates with visual supervision and verbal prompts. • Requires visual shadowing or peer company to get to class. • Needs modifications and accommodations to benefit from class • Requires adult to facilitate social interaction with peers and remain in close proximity at all times. • Always requires modifications and accommodations for class work. • Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring.	

Note: The statements herein are intended to describe the general nature and level of work being performed by employees in this position, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

REPRESENTATIVE DUTIES

Task Statement	Code
Provides <u>intensive behavior intervention</u> services to designated students with exceptional needs in a variety of settings, including but not limited to, the classroom, home and community under the supervision and direction of the Behavior Intervention Specialist.	PIII-1
<u>Assists in managing behavior</u> of children through use of a variety of reinforcement techniques.	PIII-2
Assists in <u>monitoring the safety of students</u> in various educational settings.	PIII-3
<u>Follows implementation plan</u> for intensive behavioral intervention services.	PIII-4
Provides guidance to children with severe handicaps to <u>reinforce more acceptable social behaviors</u> .	PIII-5
Provides assistance for the students with <u>personal hygiene, self-reliance, and behavior modification</u> .	PIII-6
Provides information to assist <u>instructional personnel</u> in developing or modification of behavior intervention including, but not limited to, individual and/or site-based behavior support plans involving behavior modification, reinforcement procedures, and Nonviolent Crises Intervention [®] (NCPI) strategies.	PIII-7
<u>Provides input to instructional personnel for</u> the purpose of behavior intervention, including but not limited to, strategies and learning materials for behavior modification plans.	PIII-8
<u>Records student progress</u> including, but not limited to, data collection in a manner designated by the Behavior Intervention Specialist (BIS).	PIII-9
Provides assistance for the preparation of charts, records, graphs, or other <u>displays of student performance data</u> .	PIII-10
Provides <u>assistance for the instruction of students</u> on an individual or groups basis to reinforce academics and/or behavioral skills.	PIII-11
Tutors students individually or in small groups to reinforce learning, in accordance with the Individualized Education Program (IEP).	PIII-12
Provides assistance to the students in proper usage of <u>computer applications and related assistive technology</u> .	PIII-13

Task Statement	Code
Provides assistance for the <u>scheduling of activities</u> .	PIII-14
<u>Attends trainings</u> , workshops, and staff development meetings as required.	PIII-15
Work with students with special needs in all educational settings individually and/or in groups to <u>provide instructional support</u> (academic and functional) in, but not limited to, cognitive, gross/fine motor and adaptive behavior skills, vocational skills, social and leisure skills, and physical development and fitness, according to state standards, classroom objectives, and the Individualized Education Program (IEP).	PI-1
<u>Lift/transfer students</u> in and out of holding or locomotive devices, which can include on and off the bus, on and off the toilet, in and out of a wheelchair, in and out of a stander, push locomotive devices, and/or assist students with necessary physical aid appliances when trained by appropriate staff.	PI-2
Accompany or assist students to and from, and/or on the school bus and/or other forms of <u>transportation</u> (such as public transit and taxis) including moving to and from activities on the school site and in off-campus and community settings.	PI-3
Provide <u>ongoing basic or emergency medical assistance</u> to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories.	PI-4
Assist students with <u>basic personal hygiene</u> ; hand washing, eating, toileting (including diapering) and other basic personal care needs.	PI-5
Assist in <u>monitoring the safety</u> of students in various educational settings, including assisting in basic emergency procedures.	PI-6
<u>Assist teacher</u> in the implementation of students' Individualized Education Plans (IEPs), emergency health care plans, and classroom/individual behavioral plans.	PI-7
Assist in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of <u>lesson plans/instructional materials</u> as directed by the teacher.	PI-8
Assist students in using <u>computer applications</u> and related <u>assistive technology</u> .	PI-9
Assist in <u>monitoring of students'</u> behavior, skills, and abilities, using basic note taking and data entry.	PI-10
<u>Communicate student progress</u> to teachers and designated service providers through logs and other data collection methods.	PI-11
Complete reports and records, such as accident and incident reports as needed.	PI-12
Perform <u>routine sanitation</u> duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials.	PI-13
Assist with <u>cleaning personal equipment</u> , such as glasses, hearing aids, orthopedic devices, etc.	PI-14
<u>Attend trainings</u> , workshops, and staff development meetings as required.	PI-15
Perform related duties as assigned.	PI-16

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities.</i>
Received from:	Site Administrator
Collaborators:	Director of Special Education, Special Education Coordinator, Classroom Instructor, School Nurse, Behavioral Intervention Specialist

Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations.</i>
Received from:	Site Administrator with input from Director of Special Education, Special Education Coordinator, Classroom Instructor, School Nurse, and Behavioral Intervention Specialist
Given to:	None

KNOWLEDGE, SKILLS, AND ABILITIES

KNOWLEDGE OF:

Paraeducator-1 & Paraeducator-3 Knowledge

- Oral and written communication skills; correct English usage, vocabulary, spelling, punctuation, and grammar.
- Basic instructional techniques and methods
- Basic principles and practices of child development and child guidance
- Basic child development as it relates to students with significant disabilities
- State standards specific to grade level(s) assigned
- Pertinent Federal, State and local laws, codes and regulations
- Basic mathematics
- Basic computer application practices (e.g., data entry)
- Basic assistive technology
- Health-related Standard Precautions
- Basic health and safety regulations (including First Aid and CPR procedures)
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance
- Personal hygiene practices
- General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care
- Basic behavior management techniques
- Methods and techniques of lifting and moving children with physical limitations
- 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

Paraeducator-3 Knowledge

- Child development principles and practices related to students with exceptional needs, especially with autism spectrum disorder and/or with behavioral, social-emotional deficits.
- Intensive Behavioral modification techniques and procedures.

ABILITY TO:

Paraeducator-1 & Paraeducator-3 Abilities

- Communicate clearly and concisely, both orally and in writing
- Understand and follow oral and written directions

- Recognize when to ask for assistance
- Follow District practices for reporting absences
- Refrain from using personal electronic devices for purposes unrelated to assigned duties
- Assist the teacher in responding to student health emergencies
- Demonstrate specialized emergency health care procedures after training
- Model appropriate behavior and conduct for students and staff
- Independently lift children weighing up to 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles
- Lift children weighing over 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles, using appropriate assistance from other personnel
- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages
- Establish positive rapport with and gain confidence of students with special needs
- Recognize the need to provide for the personal privacy and dignity of handicapped children
- Demonstrate an understanding, patient and receptive attitude toward children with special needs
- Assist students by providing proper examples, emotional support, and general guidance
- Assist in the instruction of state standards, classroom management and behavior support plans
- Reinforce instruction to individual or small groups of students as directed by the teacher
- Assist in the supervision of children in the classroom and outdoors
- Assist in the discipline of assigned students according to staff direction and approved policy
- Assist in the preparation of instructional materials and maintain records as directed by teacher.
- Use basic computer applications and assistive technology
- Assist in bathroom routines and feeding
- Communicate effectively and work cooperatively with co-workers, management, faculty, students, parents, public and private representatives, and other department personnel
- Maintain appropriate boundaries with students, parents, and staff
- Recognize and report safety hazards
- Maintain confidentiality of student records or other sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies
- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Learn and adapt to new procedures and conditions
- 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
- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

Paraeducator-3 Abilities

- Provide intensive behavioral intervention to designated students at school and/or the home
- Assist in the instruction of state standards-based curriculum and behavior management for students with exceptional needs, especially those identified with autism spectrum disorder and/or social-emotional difficulties
- Effectively follow an intervention plan within clearly defined guidelines
- Record/summarize data and advise Behavior Intervention Specialist of progress

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR
- Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness

EXPERIENCE:

At least three hundred (300) contact hours of working with individuals with exceptional needs and/or behavioral, social-emotional deficits are required. This experience must be directly related to behavior modification within last five (5) years

LICENSES AND OTHER REQUIREMENTS:

Must have CPR and First Aid certification and must maintain active certification while working in this classification. Some positions may require CPR and First Aid certification. Training will be provided by designated District staff

PREFERRED QUALIFICATIONS

EXPERIENCE:

At least one (1) year experience working with students/adolescents with autism spectrum disorder

WORKING CONDITIONS:

ENVIRONMENT:

May require sitting, stooping, crouching, standing, bending, climbing, squatting, kneeling, crawling, pulling, pushing, and walking to work with assigned students. Must have hand and finger dexterity to operate office equipment, learning aid, and instructional materials. May lift or move a student weighing up to fifty (50) pounds alone.

PHYSICAL ABILITIES:

Other physical demands include running, reacting, and moving quickly; safely cleaning up body fluids and the ability to apply Crisis Prevention Institute (CPI) restraint techniques.

HAZARDS:

Exposure to contact with blood and other bodily fluids. May be required to work with harsh and toxic substances, such as bleach.

DUTIES APPROVED
BOARD OF EDUCATION:
Approved 1977

CLASSIFICATION APPROVED
PERSONNEL COMMISSION:
June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.1.f.

SUBJECT: Classification Specification Revisions – Sports Facility Attendant

BACKGROUND INFORMATION:

A request to update the qualifications for Sports Facility Attendant was made by the Director of Classified Personnel due to the lack of custodial requirements in the current classification specification. The current minimum qualifications- At least one thousand (1,000) hours of paid, verifiable experience working with organized sports or in an organized setting which required coordinating small to large events- attracted applicants who lacked significant experience to successfully perform job duties.

METHODOLOGY

In carrying out these revisions, staff conducted the following activities:

- Reviewed applicable job descriptions regarding qualifications required.

DISCUSSION

Based on the findings, the Personnel Commission’s findings are as follows:

- Three (3) months paid, verifiable experience working with organized sports or in an organized setting which required coordinating small to large events
- Three (3) months paid or volunteer experience performing custodial functions OR completion of a custodial training program should be added to the requirements of the position

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Sports Facility Attendant classification specifications as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Operations
JOB TITLE	Sports Facility Attendant
SALARY RANGE	A22

SPORTS FACILITY ATTENDANT

BASIC FUNCTION:

Under general supervision, prepare fields and other venues for school and community use; ensure facility permit use rules and regulations are followed; maintain facilities in a clean and safe manner.

Note: *The statements herein are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.*

REPRESENTATIVE DUTIES

Task Statement	Code
Prepare fields and other athletic venues for sports activities and events for school and community use.	SFA-1
Assist in the set-up of athletic equipment and prepare playing surfaces for use	SFA-2
Monitor athletic facility use and ensure proper utilization of permits	SFA-3
Observe and enforce permit regulations, rules of use, and measures to assure health and safety	SFA-4
Monitor buildings, grounds, parking lots and other properties of the school campus	SFA-5
Pick up litter and empty trash cans on sports facilities, parking lots, and in restrooms	SFA-6
Clean facilities by sweeping, mopping spills, wiping countertops, and removing debris	SFA-7
Turn facility lights on and off as needed to accommodate facility use	SFA-8
Lock and unlock doors and gates to maintain security on school facility grounds	SFA-9
Enter information and maintain daily activity logs and reports using specified computer databases	SFA-10
Provide positive customer service and inform supervisor of any concerns regarding safety, facility use, event scheduling, and permit use	SFA-11
Maintain inventory of athletic equipment and request replacements and repairs as needed	SFA-12
Provide first aid and assist during other emergency situations as necessary	SFA-13
Assist custodial personnel under emergency cleanup circumstances	SFA-14
Perform routine clerical duties	SFA-15
Perform related duties as assigned	GEN-1

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Director of Facility Use
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities</i>
Received from:	Sports Facility Coordinator; Facility Permits Supervisor
Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations</i>
Collaborators:	Director of Facility Use with input from Facility Permits Supervisor and Sports Facility Coordinator
Given to:	None

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Basic skills and rules of organized sports and recreational activities
- Basic knowledge of computer applications including word processing, database, email, and calendar and scheduling programs
- Safety precautions used in community service, recreation, and sports related programs
- Non-physical methods of conflict resolution and problem solving
- First aid methods
- Customer service principles, techniques, and methods appropriate for various age groups
- Basic mathematics and recordkeeping techniques

ABILITY TO:

- Communicate effectively and work cooperatively with students, co-workers, supervisors, management and the public.
- Provide exemplary customer service regarding matters of facility use and general District matters
- Learn how to properly prepare fields and a gymnasium for sports activities
- Understand and follow oral and written instructions in English
- Demonstrate flexibility and respond to changing requirements and job assignments and adhere to schedules
- Understand and explain regulations, policies, and procedures regarding sport facility use
- Examine alternatives when problem solving and determine the most appropriate course of action to meet the needs of the District
- Perform physical labor for sustained periods, including lifting up to fifty (50) pounds
- Work independently and with minimal supervision to ensure effective and efficient department operation
- Identify various work needs and provide support to other department and District employees
- Perform basic mathematics including addition, subtraction, and multiplication
- Prepare and maintain basic records
- Establish and maintain cooperative working relationships with students, coworkers, supervisors, management, and the public

MINIMUM QUALIFICATIONS

EDUCATION:

Graduation from high school or evidence of recognized equivalent educational proficiency

EXPERIENCE:

- ~~At least one thousand (1,000) hours~~ Three (3) months of paid, verifiable experience working with organized sports or in an organized setting which required coordinating small to large events
- Three (3) months paid or volunteer experience performing custodial functions OR completion of a custodial training program

LICENSES AND OTHER REQUIREMENTS:

During the probationary period, incumbents are required to obtain and to subsequently maintain a valid First Aid Certificate issued by an authorized agency and provide proof of certification to the Personnel Commission

Possession of a valid and current California driver license

Note: For positions which require the ability to communicate effectively in a designated second language, candidates must successfully pass the District's bilingual oral exam

PREFERRED QUALIFICATIONS

EDUCATION:

Experience working and interacting with diverse populations and school-aged children is preferable

EXPERIENCE:

Six (6) months or more

WORKING CONDITIONS:

ENVIRONMENT:

Work is regularly performed indoors and outside in seasonal climate and weather conditions.

PHYSICAL DEMANDS:

Physical demands include lifting, carrying, pushing and pulling equipment which may weigh up to fifty (50) pounds; stooping, crouching, standing, bending at the waist, kneeling or walking; must have hand and finger dexterity to operate equipment; visual and auditory acuity to maintain safety standards; hearing and speaking sufficient to exchange information.

HAZARDS:

Incumbent will be exposed to dust, fumes, water and noise.

DUTIES APPROVED
BOARD OF EDUCATION:
June 30, 2011

CLASSIFICATION APPROVED
PERSONNEL COMMISSION:
July 12, 2011
February 11, 2014

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.1.g.and h.

SUBJECT: Classification Specification Revisions – Technology Support Assistant and Senior Technology Support Assistant

BACKGROUND INFORMATION:

The District has invested substantially into technology upgrades across all sites. In order to meet the increase in demand, the PC and District must maintain an appropriate supply of support. In 2014 the Technology Support Assistant (TSA) was updated and the Senior Technology Support Assistant (STSA) was established in order to better meet technology needs. However, recruitment difficulties are preventing sufficient staffing from taking place. In order to ensure that current and anticipated needs are met, both the TSA and STSA are being enhanced with additional duties. The additional duties along with pending salary increases will allow the PC to better attract the level of qualified personnel desired by staff and management.

METHODOLOGY

In carrying out these revisions, staff conducted the following activities:

- Researched similar job descriptions from comparable agencies.
- Met and collaborated with the Director of Information Services to discuss current and anticipated duty preferences.
- Provided proposed job descriptions with revisions to the SEIU Chief Steward and the Assistant Superintendent of Human Resources for their review.

ANALYSIS

- Reviewed the comparable job descriptions and feedback provided in order to determine where updates to the job description were most appropriate with consideration of duties provides by other positions in the District.

DISCUSSION

Based on the data collection and analysis, the Personnel Commission’s findings are as follows:

- Updates to duty statements are necessary (see attached).
- Updates to knowledge and ability requirements are necessary.
- Revising these classifications will allow the Personnel Commission to better establish the selection process and ensure that Department and District needs are met.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Technology Support Assistant and Senior Technology Support Assistants classification specifications as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Barbara Inatsugu							
Peter Lippman							
Joseph Pertel							



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Information Services
JOB TITLE	Technology Support Assistant
SALARY RANGE	A32

TECHNOLOGY SUPPORT ASSISTANT

BASIC FUNCTION:

Under general supervision, performs a variety of technical duties related to the support of technology in the school environment.

Note: The statements herein are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

REPRESENTATIVE DUTIES

Task Statement	Code
Perform installation, configuration, trouble-shooting, and repair for computer, computer peripherals, and application software.	TSA-1
Perform setup and administration of file, mail, and client services.	TSA-2
Perform setup and administration of network and computer-based security provisions, policies, ongoing monitoring, and maintenance for virus Internet content protection and removal of malware.	TSA-3
Perform setup and administration of individual access accounts.	TSA-4
<u>Install cables necessary for computer systems and network equipment throughout the District; assist with the setup, configuration and maintenance of local area networks (LANs) and wide area networks (WANs).</u>	TSA-5
Assist <u>personnel and related clientele</u> in the operation of computers, local and network printers, file services and other related peripheral equipment (mobile devices, tablets, Smart Boards, projector, scanner, etc.).	TSA-6
<u>Prepare and maintain records of Help Desk Tickets and work performed.</u>	TSA-7
Perform security and virus monitoring and <u>appropriate corrective</u> maintenance.	TSA-8
<u>Recover systems from hard disk failures with minimal data loss; retrieve lost data from hard or floppy media after deletion or disk crash utilizing appropriate solutions.</u>	TSA-9
Assist <u>personnel and related clientele</u> with manufacturers' <u>technology</u> support and warranty issues.	TSA-10
Perform operating system installation and upgrades, particularly with OS-X and Windows servers.	TSA-11

<u>Assist in coordinating technology support for all district and state testing needs.</u>	TSA-12
<u>Perform summer and off-schedule maintenance and upkeep of technology equipment.</u>	TSA-13
Maintain site technology inventory <u>for all computers and computer peripherals.</u>	TSA-14
<u>Construct or reconstruct computer equipment; align, adjust, and calibrate equipment in accordance with specifications; test and replace defective components.</u>	TSA-15
Provide reconfiguration and imaging of equipment at the open and close of the school year or when necessary.	TSA-16
Coordinate donated equipment, organize technology resources, and assist in district projects.	TSA-17
Attend all required training sessions and meetings, and successfully interact with teachers, administrators, and students.	TSA-18
Perform related duties as assigned.	GEN-1

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Director of Information Services
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities</i>
Received from:	Director of Information Services or Network Engineer
Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations</i>
Collaborators:	Director of Information Services with input from department and site personnel
Given to:	None

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Equipment, procedures, supplies, materials, and general principles related to personal computers
- ~~Knowledge of the~~ Windows and Macintosh client and server operating systems
- Major software applications such as Microsoft Office Suite, Adobe, Read180, Lexia, etc.
- Major web-based applications such as Google Drive, Google Docs, GoToMeeting, etc.
- General District and department operating ~~on~~ procedures
- Record-keeping and filing techniques
- File backup and recovery of storage systems
- Software licenses management and copyright laws
- Installation of applications and operating system software
- Web based applications
- Active/Open directory
- Projectors and interactive boards

- Basic networking and wireless knowledge

ABILITY TO:

- Assist staff in the operation of variety of personal computers, peripherals and application software
- Maintain accurate inventory records of supplies and equipment
- Solve abstract reasoning problems
- Perform detailed work rapidly and accurately
- Follow clear oral and written instructions
- Work independently and with general supervision
- Establish and maintain cooperative and effective working relationships with others
- Troubleshoot and repair basic system malfunctions, and maintain system

MINIMUM QUALIFICATIONS

EDUCATION and EXPERIENCE:

Must have a high school diploma or its recognized equivalent supplemented by:

OPTION 1: Fifteen (15) units of college coursework in computer science or related subject area AND two (2) years of experience supporting a variety of personal computers and peripheral devices in a professional work setting.

OR

OPTION 2: Three (3) or more years of experience supporting a variety of personal computers and peripheral devices in a professional work setting

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California Driver License, have the use of personal transportation and remain insurable.

Desirable: A+ Certification, Microsoft Professional Certification

WORKING CONDITIONS:

ENVIRONMENT:

Incumbent will work on school campus (classroom, offices, labs, and libraries) with constant interruption.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; lifting and moving moderately heavy equipment; bending at the waist, kneeling or crouching. Will view computer monitor for extended periods of time.



PERSONNEL COMMISSION KEY STATS	
JOB FAMILY	Information Services
JOB TITLE	Senior Technology Support Assistant
SALARY RANGE	A37

SENIOR TECHNOLOGY SUPPORT ASSISTANT

BASIC FUNCTION:

Under general supervision, performs a variety of technical duties related to the support of technology in a school environment.

DISTINGUISHING CHARACTERISTICS:

The Senior Technology Support Assistant has a deeper knowledge of server management and system policies to provide higher level support than the Technology Support Assistant. The Senior Technology Support Assistant focuses on server management, active directory and open directory, and analyzes system data at an expert level. There is more communication between vendors, outside agencies and consultants compared to the Technology Support Assistant.

Note: *The statements herein are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.*

REPRESENTATIVE DUTIES:

Task Statement	Code
Manage servers for the school site to maintain proper efficiency and effectiveness of technology services.	STSA-1
Communicate with District personnel, consultants, vendors and outside agencies to exchange information and resolve issues.	STSA-2
Participate in the development and implementation of daily operating procedures to assure timely and efficient delivery of services to end users.	STSA-3
Serve as a technical resource by providing guidance and support to Technology Assistants at designated school sites.	STSA-4
Analyze system data at an expert level to resolve issues and oversee processes and procedures.	STSA-5
Update and maintain active and open directories for the school site.	STSA-6
<u>Evaluate and make hardware and software recommendations to the Director and District staff; research product prices and availability.</u>	STSA-7
Perform installation, configuration, trouble-shooting, and repair for computer, computer peripherals, and application software.	TSA-1
Perform setup and administration of file, mail, and client services.	TSA-2

Task Statement	Code
Perform setup and administration of network and computer-based security provisions, policies, ongoing monitoring, and maintenance for virus Internet content protection and removal of malware.	TSA-3
Perform setup and administration of individual access accounts.	TSA-4
<u>Install cables necessary for computer systems and network equipment throughout the District; assist with the setup, configuration and maintenance of local area networks (LANs) and wide area networks (WANs).</u>	TSA-5
Assist <u>personnel and related clientele</u> in the operation of computers, local and network printers, file services and other related peripheral equipment (mobile devices, tablets, Smart Boards, projector, scanner, etc.).	TSA-6
<u>Prepare and maintain records of Help Desk Tickets and work performed.</u>	TSA-7
Perform security and virus monitoring and <u>appropriate corrective</u> maintenance.	TSA-8
<u>Recover systems from hard disk failures with minimal data loss; retrieve lost data from hard or floppy media after deletion or disk crash utilizing appropriate solutions.</u>	TSA-9
Assist <u>personnel and related clientele</u> with manufacturers' <u>technology</u> support and warranty issues.	TSA-10
Perform operating system installation and upgrades, particularly with OS-X and Windows servers.	TSA-11
<u>Assist in coordinating technology support for all district and state testing needs.</u>	TSA-12
<u>Perform summer and off-schedule maintenance and upkeep of technology equipment.</u>	TSA-13
Maintain site technology inventory <u>for all computers and computer peripherals.</u>	TSA-14
<u>Construct or reconstruct computer equipment; align, adjust, and calibrate equipment in accordance with specifications; test and replace defective components.</u>	TSA-15
Provide reconfiguration and imaging of equipment at the open and close of the school year or when necessary.	TSA-16
Coordinate donated equipment, organize technology resources, and assist in district projects.	TSA-17
Attend all required training sessions and meetings, and successfully interact with teachers, administrators, and students.	TSA-18
Perform related duties as assigned.	<u>GEN-1</u>

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Director of Information Services
Given to:	None
Work Direction:	<i>Providing specific instruction and expectations on how to complete daily activities</i>

Received from:	Director of Information Services or Network Engineer
Given to:	None
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations</i>
Collaborators:	Director of Information Services with input from department and site personnel
Given to:	None

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Equipment, procedures, supplies, materials, and general principles related to personal computers
- Windows and Macintosh client and server operating systems
- Major software applications such as Microsoft Office Suite, Adobe, Read180, Lexia, etc.
- Major web-based applications such as Google Drive, Google Docs, GoToMeeting, etc.
- General District and department operating procedures
- Record-keeping and filing techniques
- File backup and recovery of storage systems
- Software licenses management and copyright laws
- Installation of applications and operating system software
- Web based applications
- Active/Open directory
- Projectors and interactive boards
- Basic networking and wireless knowledge
- Server management
- Oral and written communication skills

ABILITY TO:

- Assist staff in the operation of variety of personal computers, peripherals and application software
- Maintain accurate inventory records of supplies and equipment
- Solve abstract reasoning problems
- Perform detailed work rapidly and accurately
- Follow clear oral and written instructions
- Work independently and with general supervision
- Establish and maintain cooperative and effective working relationships with others
- Troubleshoot and repair high-level system malfunctions, and maintain system
- Manage servers at an expert level
- Communicate effectively to District Personnel, vendors, consultants, and outside agencies
- Analyze system data at an expert level

MINIMUM QUALIFICATIONS

EDUCATION and EXPERIENCE:

Must have a high school diploma or its recognized equivalent supplemented by:

OPTION 1: Fifteen (15) units of college coursework in computer science or related subject area AND three (3) years of experience supporting a variety of personal computers and peripheral devices in a professional work setting.

OR

OPTION 2: Four (4) or more years of experience supporting a variety of personal computers and peripheral devices in a professional work setting.

LICENSES AND OTHER REQUIREMENTS:

- Possession of a valid California Driver's License
- Have the use of personal transportation and remain insurable

DESIRABLE:

- A+ Certification, Microsoft Professional Certification

WORKING CONDITIONS:

ENVIRONMENT:

Incumbent will work on school campus (classroom, offices, labs, and libraries) with constant interruption.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; lifting and moving moderately heavy equipment; bending at the waist, kneeling or crouching. Will view computer monitor for extended periods of time.

PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015

AGENDA ITEM NO: III.A.2.a.

SUBJECT: Reclassification Study– Library Assistant I for Cynthia Crawford

BACKGROUND INFORMATION

Cynthia Crawford started with the District 28 years ago working part time in the Library of John Adams Middle School. For the past 20 years she has worked full time as a Library Assistant I at John Adams Middle School. We received Ms. Crawford's request October 27th, 2014 and an investigation was initiated on November 17th, 2014. Ms. Crawford submitted the request because she believed she had been performing Library Assistant II duties for the past 20 years.

METHODOLOGY

In carrying out this study, staff conducted the following activities:

- Reviewed the Position Information Questionnaire submitted to the Personnel Commission by Cynthia Crawford
- Reviewed the classification specification for Library Assistant I and Library Assistant II
- Reviewed several similar classification specifications from other comparable agencies
- Performed an observation of Ms. Crawford carrying out work duties for four hours
- Administered a survey to Ms. Crawford containing 20 assorted task statements requested her to rate each task on job importance, and frequency
- Interviewed Assistant Principal Rebecca Ngo, Ms. Crawford's supervisor, to collect information regarding Ms. Crawford's duties, responsibilities, interactions with others, and to identify the actual needs of the position

ANALYSIS

- Clarified, defined, and operationalized all task statements by obtaining input from department personnel, job incumbent, and comparable agencies/positions
- Task analysis was performed to identify which tasks were an essential part of the job function and the knowledge, skills, abilities, and other worker characteristics (KSAO) needed to complete each task. Tasks identified as non-essential were removed
- Reviewed and analyzed production data information collected from observations which included the tasks being completed and length of time to complete tasks

FINDINGS

Based on the data collection analysis, the Personnel Commission's findings are as follows:

- Ms. Crawford qualifies for reclassification because she is performing higher-level duties outside the scope of Library Assistant I, but within the scope of Library Assistant II. These duties are required to support normal Department and District operations and cannot be absorbed by other staff members

- There are no workload issues concerning Ms. Crawford’s assignment. It was determined that the amount of work allocated to Ms. Crawford is justified and within the scope of reasonable work expectations. Workload issues concerning misalignment of the classification, Department/ District expectations or directives, lack of personnel support, or any other Department/District related causes were not found

DIRECTOR’S RECOMMENDATIONS

Ms. Crawford should be reclassified into the Library Assistant II position. Ms. Crawford should receive retroactive pay for working out of class starting October 27th, 2014.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Peter Lippman						
Joseph Pertel						

**PERSONNEL COMMISSION
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Regular Meeting: Tuesday, March 10, 2015**

AGENDA ITEM NO: III.A.3.a.and b.

SUBJECT: Salary Study for Technology Support Assistant and Senior Technology Support Assistant

BACKGROUND INFORMATION:

The Director of Classified Personnel is concerned about the Commission's ability to recruit sufficient technology support staff to meet the District's growing technology needs. Recent recruitments for both the Technology Support Assistant (TSA) and Senior Technology Support Assistant (STSA) have only produced 5 Eligibles out of 96 Candidates, of whom not all have been responsive to job offers. The hiring manager has expressed strong reluctance regarding the state of current available selection options.

The main cause of the current recruitment difficulties is likely the low salary rate compared to other competing agencies in the local market. For many years, salary analysis has demonstrated that the Technology family, and particularly the TSA, is compensated well below the market average. In 2007, the Ewing Study found it to be around 37% under the market average; the furthest from market in the entire study.

A 4% salary increase was allocated to the TSA along with all classified positions in 2014, which has not produced observable indicators of improvement with recruitment efforts. In order to understand the degree to which salary is the cause of the current difficulties, a updated salary analysis was necessary.

The Personnel Commission has prioritized completing extensive salary study analysis for the Technology family as part of its larger workforce salary study, which will be completed by April, 2015.

METHODOLOGY

In carrying out these revisions, staff conducted the following activities:

- Reviewed similar classification specifications from other comparable agencies in the local (15 agency) competition market and the extended (31 agency) competition market (see attached).
- Analyzed positions with comparable duties and qualifications in terms of their minimum and maximum salary steps.
- Followed up with individual agencies regarding clarification where necessary.

ANALYSIS

- Calculated the following for minimum and maximum salary steps in both the local and extended competition markets: average, median, range, percentage from median, percentage from average, and percent of agencies below SMMUSD.

- Calculated the average percentage SMMUSD is from the local and extended market medians.
- Calculated the average percentage SMMUSD is from the local and extended market averages.
- Calculated the number of salary ranges SMMUSD is from the average of the local and extended market medians.
- Determined a “Recommended Salary Range Increase” based on the number of steps to reach the market median at both the minimum salary step and the maximum salary step.

DISCUSSION

Based on the data collection analysis, the Personnel Commission’s findings are as follows:

- Salary analysis demonstrated the TSA is -15% to -18%, or approximately 6 to 7 Salary Ranges below market median.
- Salary analysis demonstrated the STSA is -14%, or approximately 6 Salary Ranges below market median.
- The salary rate needs to be raised now for the following reasons:
 - The District has invested substantially in technology.
 - There is a current technology support staff shortage that could have a negative impact on Spring testing, which is fast approaching.
 - The PC is experiencing severe difficulties in recruiting the TSA and STSA, which will have significant impact on technology initiatives.
 - The TSA and STSA are still compensated significantly below the market average in a market that is already saturated by the demand for technology assistance across most of the business community.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the recommendation for the Board of Education to increase the salary range for both the Technology Support Assistant and the Senior Technology Support Assistant at least 6 salary ranges; specifically, from Range 32 to Range 38 for the TSA and from Range 37 to Range 43 for the STSA.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Peter Lippman						
Joseph Pertel						

Agency	Market	<i>Technology Support Assistant</i>				
		Class Title	Min Step	Max Step	Education	Experience
Santa Monica Malibu USD	*	Technology Support Assistant	\$3,106	\$3,966	0.5	2.0
Beverly Hills USD	Local	Computer Technician	\$3,695	\$4,703	N/A	N/A
City of Santa Monica	Local	Computer Support Technician I	\$4,547	\$5,614	0.5	1.0
Conejo Valley USD	Local	Site Computer Technician I	\$3,383	\$4,133	0.5	1.0
Culver City USD	Local	Computer Technician	\$3,833	\$4,666	0.0	2.0
El Segundo USD	Local	School Technology Specialist	\$3,194	\$3,884	N/A	N/A
Hawthorne USD	Local	Telecommunications and Computer Tech	\$3,163	\$4,254	0.0	2.0
Las Virgenes USD	Local	Information Services Clerk	\$3,414	\$4,229	0.0	0.0
Los Angeles USD	Local	IT Field Services Technician I	\$4,201	\$5,236	0.0	1.0
Manhattan Beach USD	Local	Systems Technician - Computers	\$3,855	\$4,919	2.0	0.0
Oxnard USD	Local	Site Technology Technician	\$2,821	\$3,432	0.0	1.0
Palos Ver Pen USD	Local	Technology Technician	\$4,004	\$4,873	N/A	N/A
Pleasant Valley USD	Local	Technology Support Technician I	\$3,007	\$3,653	0.0	1.0
Redondo Beach USD	Local	Systems Technician	\$4,179	\$5,051	0.0	3.0
Santa Monica College	Local	Computer Operator	\$4,054	\$4,929	0.0	1.0
Torrance USD	Local	Information Technologies Technician	\$3,561	\$4,329	0.0	3.0
Anaheim UHSD	Extended	Information Systems Technician	\$3,731	\$4,812	0.0	2.0
Burbank USD	Extended	Technology Support Specialist I	\$3,393	\$4,344	0.0	1.0
Downey USD	Extended	Maintenance Electronics Technician	\$4,448	\$5,405	0.0	3.0
Fountain Valley USD	Extended	Information Systems Technician	\$4,810	\$5,845	0.5	2.0
Garden Grove USD	Extended	Lead Technology Assistant	\$3,050	\$3,716	0.0	2.0
Glendale USD	Extended	Technology Support Technician	\$3,525	\$4,561	0.0	1.0
Huntington Beach UHSD	Extended	Technology Assistant	\$3,604	\$4,463	0.0	0.0
Long Beach USD	Extended	Tech Support Representative	\$4,178	\$4,907	0.0	2.0
Lynwood USD	Extended	Network/ Computer Support Technician	\$3,417	\$4,165	0.0	2.0
Montebello USD	Extended	Sr. Computer Operator	\$3,729	\$4,902	0.0	2.0
Newport-Mesa USD	Extended	Information Technology Technician	\$3,626	\$4,441	0.0	2.0
Paramount USD	Extended	Help Desk Technician	\$3,372	\$4,108	0.0	2.0
Pasadena USD	Extended	ITS Help Desk Technician	\$3,779	\$4,937	0.0	1.0
Westminster USD	Extended	Computer Technician	\$3,674	\$4,466	N/A	N/A
Simi Valley USD	Extended	Technical Support Specialist I	\$3,325	\$4,083	0.0	2.0
Ventura USD	Extended	Computer Support Specialist	\$3,239	\$4,062	0.5	1.0
Local Market Competition Area (15 Agencies)			Min Step	Max Step	Education	Experience
Local Market Average			\$3,661	\$4,527	0.3	1.3
Local Market Median			\$3,695	\$4,666	0.0	1.0
Local Market Range			\$1,726	\$2,182	2.0	3.0
% SMMUSD is From Market Median			-19%	-18%	100%	50%
% SMMUSD is From Local Market Average			-18%	-14%	50%	33%
% of Local Market Agencies Below SMMUSD			16%	21%	77%	69%
Extended Market Competition Area (31 Agencies)			Min Step	Max Step	Education	Experience
Extended Market Average			\$3,671	\$4,552	0.1	1.5
Extended Market Median			\$3,626	\$4,466	0.0	2.0
Extended Market Range			\$1,989	\$2,413	2.0	3.0
% SMMUSD is From Market Median			-17%	-13%	100%	0%
% SMMUSD is From Extended Market Average			-18%	-15%	70%	24%
% of Extended Market Agencies Below SMMUSD			11%	14%	82%	50%
Local and Extended Market Analysis			Min Step	Max Step	Education	Experience
Range of % SMMUSD is From Local and Extended Market Medians			-17% to -19%	-13% to -18%		
Range of % SMMUSD is From Local and Extended Market Averages			-18% to -18%	-14% to -15%		
Average % SMMUSD is From Local and Extended Market Medians			-18%	-15%		
Average % SMMUSD is From Local and Extended Market Averages			-18%	-14%		
SUMMARY & RECOMMENDATION			Min Step	Max Step		
# of Salary Ranges to Reach Average of Local and Extended Market Medians			7	6		
RECOMMENDED SALARY RANGE INCREASE			6 to 7 Ranges			

Agency	Market	<i>Senior Technology Support Assistant</i>				
		Class Title	Min Step	Max Step	Education	Experience
Santa Monica Malibu USD	*	Senior Technology Support Asst	\$3,509	\$4,478	0.5	3.0
Beverly Hills USD	Local	Computer Technician, Adult School K-12	\$3,875	\$4,943		
City of Santa Monica	Local	Computer Support Technician II	\$5,056	\$6,242	2.0	2.0
Conejo Valley USD	Local	Site Computer Technician II	\$3,659	\$4,468	0.5	2.0
Culver City USD	Local	N/A	N/A	N/A	N/A	N/A
El Segundo USD	Local	N/A	N/A	N/A	N/A	N/A
Hawthorne USD	Local	N/A	N/A	N/A	N/A	N/A
Las Virgenes USD	Local	N/A	N/A	N/A	N/A	N/A
Los Angeles USD	Local	IT Field Services Technician II	\$4,685	\$5,836	0.0	3.0
Manhattan Beach USD	Local	N/A	N/A	N/A	N/A	N/A
Oxnard USD	Local	Technology Services Technician	\$4,317	\$5,243	2.0	2.0
Palos Ver Pen USD	Local	N/A	N/A	N/A	N/A	N/A
Pleasant Valley USD	Local	Technology Support Technician II	\$3,660	\$4,452	0.0	1.0
Redondo Beach USD	Local	N/A	N/A	N/A	N/A	N/A
Santa Monica College	Local	N/A	N/A	N/A	N/A	N/A
Torrance USD	Local	Systems Support Specialist	\$3,837	\$4,662	0.0	3.0
Anaheim UHSD	Extended	Information Systems Specialist I	\$4,112	\$5,411	0.0	3.0
Burbank USD	Extended	Technology Support Specialist II	\$4,140	\$5,292	2.0	2.0
Downey USD	Extended	Computer/ Network Support Tech	\$4,674	\$5,675	0.0	3.0
Fountain Valley USD	Extended	N/A	N/A	N/A	N/A	N/A
Garden Grove USD	Extended	Senior Computer Operator	\$4,800	\$5,849	0.0	3.0
Glendale USD	Extended	N/A	N/A	N/A	N/A	N/A
Huntington Beach UHSD	Extended	Network Technician	\$4,591	\$5,678	2.0	0.5
Long Beach USD	Extended	Senior Technology Support Rep	\$4,533	\$5,614	0.0	3.0
Lynwood USD	Extended	N/A	N/A	N/A	N/A	N/A
Montebello USD	Extended	Computer Repair Technician	\$4,328	\$5,690	0.0	2.0
Newport-Mesa USD	Extended	Technology Support Technician	\$4,441	\$5,438	0.5	3.0
Paramount USD	Extended	Technology Specialist	\$4,008	\$4,884	0.0	0.5
Pasadena USD	Extended	Lead ITS Help Desk Technician	\$4,050	\$5,288	2.0	2.0
Westminster USD	Extended	N/A	N/A	N/A	N/A	N/A
Simi Valley USD	Extended	Technical Support Specialist II	\$3,811	\$4,699	2.0	4.0
Ventura USD	Extended	Technology Specialist	\$3,625	\$4,547	0.0	2.0
Local Market Competition Area (15 Agencies)			Min Step	Max Step	Education	Experience
Local Market Average			\$4,156	\$5,121	0.8	2.2
Local Market Median			\$3,875	\$4,943	0.3	2.0
Local Market Range			\$1,397	\$1,790	2.0	2.0
% SMMUSD is From Market Median			-10%	-10%	50%	33%
% SMMUSD is From Local Market Average			-18%	-14%	-50%	28%
% of Local Market Agencies Below SMMUSD			#N/A	26%	57%	71%
Extended Market Competition Area (31 Agencies)			Min Step	Max Step	Education	Experience
Extended Market Average			\$4,221	\$5,258	0.7	2.3
Extended Market Median			\$4,140	\$5,292	0.0	2.0
Extended Market Range			\$1,431	\$1,790	2.0	3.5
% SMMUSD is From Market Median			-18%	-18%	100%	33%
% SMMUSD is From Extended Market Average			-20%	-17%	-44%	24%
% of Extended Market Agencies Below SMMUSD			#N/A	11%	58%	58%
Local and Extended Market Analysis			Min Step	Max Step	Education	Experience
Range of % SMMUSD is From Local and Extended Market Medians			-10% to -18%	-10% to -18%		
Range of % SMMUSD is From Local and Extended Market Averages			-18% to -20%	-14% to -17%		
Average % SMMUSD is From Local and Extended Market Medians			-14%	-14%		
Average % SMMUSD is From Local and Extended Market Averages			-19%	-16%		
SUMMARY & RECOMMENDATION			Min Step	Max Step		
# of Salary Ranges to Reach Average of Local and Extended Market Medians			6	6		
RECOMMENDED SALARY RANGE INCREASE			6 to 6 Ranges			

III. Discussion Items

TOPIC	Jurisdiction of the PC with Salary Adjustment
THE BASICS	<ul style="list-style-type: none"> • The PC recommends salary adjustments • The BOE approves salary adjustments • If the BOE does not approve recommended changes, the PC has the right to explain the ramifications on the salary alignment structure
REFERENCES	<ol style="list-style-type: none"> 1) Merit Rules - Chapter 12 2) Education Code - 45268 (see below)

Education Code 45268 - Salary Schedule for the Classified Service

The commission shall recommend to the governing board salary schedules for the classified service. The governing board may approve, amend, or reject these recommendations. No amendment shall be adopted until the commission is first given a reasonable opportunity to make a written statement of the effect the amendments will have upon the principle of like pay for like service. No changes shall operate to disturb the relationship which compensation schedules bear to one another, as the relationship has been established in the classification made by the commission.

1) What is the role of the PC related to salary adjustment?

The PC may only present salary recommendations to the Board of Education. [EC45268]

2) Who may approve changes to salary?

Only the Board of Education (BOE) may fix (adjust) the annual salaries for all District employees. The BOE may approve, amend, or reject the PC recommendation but shall not disturb the relationship among classes within an occupational family as established by the classification plan. [EC45268, MR12.1.1, MR12.1.4.A]

3) When can salary adjustments be made by the BOE?

At any time. The BOE may adjust salary PROACTIVELY whenever they feel it is necessary, but are required to adjust salary REACTIVELY after negotiating with employee groups if confirmed through a collective bargaining agreement.

3) What happens when salary recommendations are not approved?

Any formal rejection of a PC salary recommendation shall be preceded by an opportunity for the PC to make a written statement of the effect the rejection will have upon the principle of like pay for like service. [EC45268]

3) What factors are considered for salary adjustment recommendation?

The Director of Classified Personnel shall make recommendations based on the following factors:

- Wages and salaries paid for similar work in private industry in the recruitment area
- Wages and salaries paid by other governmental agencies in the recruitment area
- The principle of like pay for like work within the classified services

- Appropriate differentials between related classes to reflect differences in duties and responsibilities as established in the classification plan
- Such other information as the Commission may require

[MR12.1.2]

4) What indicators determine that a salary adjustment recommendation should be made?

Recommendations may be based on evidence that the class in question is substantially overpaid or underpaid, or if determined to be necessary after changes to duties and responsibilities. [MR.12.1.4]

5) How are “underpaid” and “overpaid” defined?

There is no exact answer for this. This is ultimately determined by each agency’s own business philosophy. The central tendency reference point is typically the market average, as determined by a valid salary study. A salary rate below the market average is considered underpaid, while a rate above the average is considered fair to overpaid.

*It is generally recommended to compensate at least at the level of the market average, as determined by a valid salary study, to attract at least average applicants. To attract above average job applicants, the salary should generally be above market average.

6) How are salary studies initiated and conducted?

At SMMUSD, a salary study SHALL be initiated by the Director of Classified Personnel when a new classification is created or when directed by the Commission. A salary study MAY be initiated when the Director determines it to be necessary to carry out any PC business, or when requested by the administration, an employee, or employee representative through a written communication to the Commission with supporting rationale. [MR12.1.3]

III. Information Items

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2011-2012														
7/12/2011	Elem Library Coor	10	7	26	B	\$2,581	\$14.89	\$2,710	\$15.63	22,584	23,713	\$0.74	\$112.88	\$1,129
8/9/2011	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
8/9/2011	Licensed Vocational Nurse	10	8	34	E	\$3,137	\$18.10	\$3,813	\$22.00	31,370	38,130	\$3.90	\$676.00	\$6,760
10/11/2011	Electrician	12	8	37	F	\$3,374	\$19.47	\$4,306	\$24.84	40,488	51,672	\$5.38	\$932.00	\$11,184
10/11/2011	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
12/13/2011	Fiscal Supv-CDS	12	8	M41	B	\$4,462	\$25.74	\$4,685	\$27.03	53,544	56,220	\$1.29	\$223.00	\$2,676
12/13/2011	Accounting Asst II	12	4	26	F	\$2,581	\$14.89	\$3,294	\$19.00	15,486	19,764	\$4.11	\$356.50	\$4,278
1/10/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
1/10/2012	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
1/10/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
3/13/2012	Health Off Spec	10	3.5	25	D	\$2,518	\$14.53	\$2,914	\$16.81	11,016	12,749	\$2.28	\$173.25	\$1,733
3/13/2012	IA-Music	10	3	20	F	\$2,229	\$12.86	\$2,845	\$16.41	8,359	10,669	\$3.55	\$231.00	\$2,310
3/13/2012	Reprographics Operator	12	8	23	F	\$2,398	\$13.83	\$3,060	\$17.65	28,776	36,720	\$3.82	\$662.00	\$7,944
3/13/2012	Physical Therapist	11	8	61	D	\$6,059	\$34.96	\$7,014	\$40.46	66,649	77,154	\$5.51	\$955.00	\$10,505
3/13/2012	IA-SE	10	5	20	F	\$2,229	\$12.86	\$2,845	\$16.41	13,931	17,781	\$3.55	\$385.00	\$3,850
3/13/2012	Health Off Spec	10	3.5	25	D	\$2,518	\$14.53	\$2,914	\$16.81	11,016	12,749	\$2.28	\$173.25	\$1,733
3/13/2012	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
3/13/2012	IA-Classroom	10	2	18	F	\$2,167	\$12.50	\$2,710	\$15.63	5,418	6,775	\$3.13	\$135.75	\$1,358
3/13/2012	Health Off Spec	10	3.5	25	D	\$2,518	\$14.53	\$2,914	\$16.81	11,016	12,749	\$2.28	\$173.25	\$1,733
3/13/2012	Health Off Spec	10	3.5	25	B	\$2,518	\$14.53	\$2,914	\$16.81	11,016	12,749	\$2.28	\$173.25	\$1,733
4/17/2012	Admin Asst	12	8	29	B	\$2,776	\$16.02	\$2,914	\$16.81	33,312	34,968	\$0.80	\$138.00	\$1,656
4/17/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
5/8/2012	IA-PE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
5/8/2012	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
5/8/2012	IA-Classroom	10	3	18	B	\$2,167	\$12.50	\$2,229	\$12.86	8,126	8,359	\$0.36	\$23.25	\$233
5/8/2012	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
5/8/2012	IA-SE	10	4	20	F	\$2,229	\$12.86	\$2,845	\$16.41	11,145	14,225	\$3.55	\$308.00	\$3,080
2011-2012 TOTAL														\$113,729

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2012-2013														
7/11/2012	Senior Buyer	12	8	41	F	\$3,720	\$21.46	\$4,747	\$27.39	44,640	56,964	\$5.92	\$1,027.00	\$12,324
7/11/2012	Fiscal Svcs Supv	12	8	M41	D	\$4,462	\$25.74	\$5,165	\$29.80	53,544	61,980	\$4.06	\$703.00	\$8,436
8/14/2012	Elem Library Coord	10	7	26	B	\$2,581	\$14.89	\$2,710	\$15.63	22,584	23,713	\$0.74	\$112.88	\$1,129
8/14/2012	HVAC Mechanic	12	8	37	C	\$3,374	\$19.47	\$3,720	\$21.46	40,488	44,640	\$2.00	\$346.00	\$4,152
8/14/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
8/23/2012	IA-Dev Hlth	10	8	23	F	\$2,398	\$13.83	\$3,060	\$17.65	23,980	30,600	\$3.82	\$662.00	\$6,620
9/11/2012	IA-Dev Hlth	10	5	23	F	\$2,398	\$13.83	\$3,060	\$17.65	14,988	19,125	\$3.82	\$413.75	\$4,138
9/11/2012	Accountant	12	8	41	C	\$3,720	\$21.46	\$4,101	\$23.66	44,640	49,212	\$2.20	\$381.00	\$4,572
10/10/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
10/10/2012	Specialist	10	5	26	F	\$2,581	\$14.89	\$3,294	\$19.00	16,131	20,588	\$4.11	\$445.63	\$4,456
10/10/2012	Clerk	10	7	26	B	\$2,581	\$14.89	\$2,710	\$15.63	22,584	23,713	\$0.74	\$112.88	\$1,129
11/13/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
11/13/2012	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
1/15/2013	IA-PE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
1/15/2013	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
1/15/2013	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
1/15/2013	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
1/15/2013	IA-Specialized	10	6	26	C	\$2,581	\$14.89	\$2,845	\$16.41	19,358	21,338	\$1.52	\$198.00	\$1,980
2/12/2013	Bus Driver	9.5	7	28	E	\$2,710	\$15.63	\$3,294	\$19.00	22,527	27,381	\$3.37	\$511.00	\$4,855
2/12/2013	Gardener	12	3	24	F	\$2,458	\$14.18	\$3,137	\$18.10	11,061	14,117	\$3.92	\$254.63	\$3,056
2/12/2013	Dir Class Pers	12	8	M64	C	\$7,874	\$45.43	\$8,682	\$50.09	94,488	104,184	\$4.66	\$808.00	\$9,696
3/12/2013	IA-Classroom	10	3	18	D	\$2,167	\$12.50	\$2,458	\$14.18	8,126	9,218	\$1.68	\$109.13	\$1,091
3/12/2013	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,705	\$4.11	\$534.75	\$5,348
4/9/2013	HR Analyst	12	8	M46	C	\$5,048	\$29.12	\$5,565	\$32.11	60,576	66,780	\$2.98	\$517.00	\$6,204
5/14/2013	Sprinkler Repair Technician	12	8	33	F	\$3,060	\$17.65	\$3,906	\$22.53	36,720	46,872	\$4.88	\$846.00	\$10,152
5/14/2013	IA-SE	10	6	20	F	\$2,229	\$12.86	\$2,845	\$16.41	16,718	21,338	\$3.55	\$462.00	\$4,620
5/14/2013	Administrative Assistant	12	8	29	C	\$2,776	\$16.02	\$3,060	\$17.65	33,312	36,720	\$1.64	\$284.00	\$3,408
6/4/2013	Custodian	12	8	22	F	\$2,341	\$13.51	\$2,987	\$17.23	28,092	35,844	\$3.73	\$646.00	\$7,752
2012-2013 TOTAL													\$146,441	

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2013-2014														
8/13/2013	Athletic Trainer	10	7	35	B	\$3,213	\$18.54	\$3,374	\$19.47	28,114	29,530	\$0.93	\$20.23	\$1,416
8/13/2013	IA-Specialized	10	6	26	F	\$2,581	\$14.89	\$3,294	\$19.00	19,358	24,700	\$4.11	\$534.29	\$5,343
9/13/2013	Physical Therapist	11	8	61	D	\$6,059	\$34.96	\$7,014	\$40.47	66,649	77,164	\$5.51	\$955.91	\$10,515
9/13/2013	Administrative Assistant	12	8	29	D	\$2,776	\$16.02	\$3,213	\$18.54	33,312	38,564	\$2.52	\$437.65	\$5,252
9/13/2013	Bus Driver	9.5	7	28	F	\$2,710	\$15.63	\$3,458	\$19.95	22,527	28,745	\$4.32	\$654.55	\$6,218
9/13/2013	Accountant	12	8	41	F	\$3,720	\$21.46	\$4,747	\$27.39	44,640	56,972	\$5.93	\$1,027.67	\$12,332
11/12/2013	Physical Activities Specialist	9.5	5.4	26	D	\$2,581	\$14.89	\$2,987	\$17.23	16,551	19,154	\$2.34	\$274.05	\$2,603
11/12/2013	IA-Physical Education	9.5	4	20	C	\$2,229	\$12.86	\$2,458	\$14.18	10,588	11,676	\$1.32	\$114.50	\$1,088
11/12/2013	IA-Classroom	9.5	3	18	D	\$2,123	\$12.50	\$2,458	\$14.18	7,719	8,757	\$1.68	\$109.24	\$1,038
11/12/2013	IA-Classroom	9.5	3	18	C	\$2,123	\$12.50	\$2,341	\$13.51	7,719	8,340	\$1.01	\$65.36	\$621
11/12/2013	IA-Classroom	9.5	3	18	B	\$2,123	\$12.50	\$2,229	\$12.86	7,719	7,941	\$0.36	\$23.36	\$222
11/12/2013	Elementary Library Coord.	10	7	26	C	\$2,581	\$14.89	\$2,845	\$16.41	22,584	24,894	\$1.52	\$231.00	\$2,310
12/10/2013	IA-Classroom	9.5	3	18	B	\$2,123	\$12.50	\$2,229	\$12.86	7,719	7,941	\$0.36	\$23.36	\$222
12/10/2013	Administrative Assistant	12	8	29	C	\$2,776	\$16.02	\$2,914	\$16.81	33,312	34,968	\$0.80	\$138.00	\$1,656
12/10/2013	Paraeducator-3	10	6	26	C	\$2,581	\$14.89	\$2,987	\$16.41	19,358	21,333	\$1.52	\$197.58	\$1,976
12/10/2013	Paraeducator-3	10	6	26	C	\$2,581	\$14.89	\$2,845	\$16.41	19,358	21,338	\$1.52	\$198.00	\$1,980
1/14/2014	Campus Sec. Offcr.	10	8	25	C	\$2,518	\$14.53	\$2,776	\$16.02	25,180	27,760	\$1.49	\$258.00	\$2,580
1/14/2014	IA-Music	9.5	3	20	C	\$2,229	\$12.86	\$2,458	\$14.18	7,941	8,757	\$1.32	\$85.88	\$816
2/11/2014	Accounting Tech (Acc. Hiring Rate)	12	8	29	D	\$2,776	\$16.02	\$3,213	\$18.54	33,312	38,556	\$2.52	\$437.00	\$5,244
3/11/2014	Paraeducator-3	10	6	26	D	\$2,581	\$14.89	\$2,987	\$17.23	19,358	22,403	\$2.34	\$304.50	\$3,045
4/8/2014	IA-Classroom	9.5	3.5	18	D	\$2,167	\$12.50	\$2,458	\$14.18	9,007	10,216	\$1.68	\$127.31	Rescinded
5/13/2014	IA-Music	9.5	3	20	B	\$2,229	\$12.86	\$2,341	\$13.51	7,941	8,340	\$0.65	\$42.00	\$399
5/13/2014	Paraeducator-1	10	6	20	B	\$2,229	\$12.86	\$2,341	\$13.51	16,718	17,558	\$0.65	\$84.00	\$840
2013-2014 TOTAL														\$67,716

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2014-2015														
8/12/2014	HVAC Mechanic	12	8	37	C	\$3,509	\$20.24	\$3,869	\$22.32	42,100	46,426	\$2.08	\$360.54	\$4,326
7/8/2014	Sports Facility Attendant	12	6	22	D	\$2,435	\$14.05	\$2,818	\$16.26	21,918	25,362	\$2.21	\$286.97	\$3,444
7/8/2014	Pareducator-1	10	6	20	C	\$2,318	\$13.37	\$2,556	\$14.75	17,385	19,170	\$1.373	\$178.50	\$1,785
7/8/2014	Pareducator-1	10	6	20	C	\$2,318	\$13.37	\$2,556	\$14.75	17,385	19,170	\$1.37	\$178.50	\$1,785
8/12/2014	HR Analyst	12	8	M46	B	\$5,251	\$30.29	\$5,513	\$31.81	63,012	66,156	\$1.51	\$262.00	\$3,144
8/12/2014	Accounting Tech (Acc. Hiring Rate)	12	8	29	F	\$2,887	\$16.66	\$3,685	\$21.26	34,644	44,220	\$4.60	\$798.00	\$9,576
8/12/2014	IA-Classroom	9.5	2	18	C	\$2,208	\$12.74	\$2,435	\$14.05	5,244	5,783	\$1.31	\$56.75	\$539
8/12/2014	Lead Custodian	12	8	25	C	\$2,619	\$15.11	\$2,887	\$16.66	31,428	34,644	\$1.55	\$268.00	\$3,216
8/12/2014	Sr Office Specialist	11	4	25	D	\$2,619	\$15.11	\$3,031	\$17.49	13,750	15,913	\$2.38	\$206.00	\$2,163
8/12/2014	Office Specialist	12	8	22	C	\$2,435	\$14.05	\$2,684	\$15.48	29,220	32,208	\$1.44	\$249.00	\$2,988
9/9/2014	Paraeducator-3	10	6	26	B	\$2,684	\$15.48	\$2,818	\$16.26	20,130	21,135	\$0.77	\$100.50	\$1,005
9/9/2014	Paraeducator-3	10	6	26	D	\$2,684	\$15.48	\$3,106	\$17.92	20,130	23,295	\$2.43	\$316.50	\$3,165
9/9/2014	IA-Classroom	10	3	18	C	\$2,318	\$13.37	\$2,435	\$14.05	8,693	9,131	\$0.67	\$43.88	\$439
9/9/2014	IA-Classroom	10	3	18	C	\$2,318	\$13.37	\$2,435	\$14.05	8,693	9,131	\$0.67	\$43.88	\$439
9/9/2014	IA-Classroom	10	3	18	C	\$2,318	\$13.37	\$2,435	\$14.05	8,693	9,131	\$0.67	\$43.88	\$439
9/9/2014	Paraeducator-3	10	6	26	D	\$2,684	\$15.48	\$3,106	\$17.92	20,130	23,295	\$2.43	\$316.50	\$3,165
9/9/2014	Paraeducator-3	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
9/9/2014	Pareducator-1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
9/9/2014	Pareducator-1	10	6	20	C	\$2,318	\$13.37	\$2,556	\$14.75	17,385	19,170	\$1.37	\$178.50	\$1,785
9/9/2014	IA-Classroom	10	3	18	E	\$2,318	\$13.37	\$2,684	\$15.48	8,693	10,065	\$2.11	\$137.25	\$1,373
9/9/2014	IA-Classroom	10	3	18	B	\$2,254	\$13.00	\$2,318	\$13.37	8,453	8,693	\$0.37	\$24.00	\$240
9/9/2014	IA-Classroom	10	3	18	C	\$2,318	\$13.37	\$2,435	\$14.05	8,693	9,131	\$0.67	\$43.88	\$439
9/9/2014	Bus Driver	10	7	28	C	\$2,818	\$16.26	\$3,106	\$17.92	24,658	27,178	\$1.66	\$252.00	\$2,520
9/9/2014	Pareducator-1	10	5	20	B	\$2,318	\$13.37	\$2,435	\$14.05	14,488	15,219	\$0.67	\$73.13	\$731
9/9/2014	Carpenter	12	8	35	C	\$3,342	\$19.28	\$3,685	\$21.26	40,104	44,220	\$1.98	\$343.00	\$4,116
9/9/2014	Plumber	12	8	37	D	\$3,509	\$20.24	\$4,062	\$23.43	42,108	48,744	\$3.19	\$553.00	\$6,636
9/9/2014	SIS Specialist	12	8	49	E	\$4,702	\$27.13	\$5,716	\$32.98	56,424	68,592	\$5.85	\$1,014.00	\$12,168

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2014-2015														
9/9/2014	Facilities Technician	12	8	45	D	\$4,265	\$24.61	\$4,937	\$28.48	51,180	59,244	\$3.88	\$672.00	\$8,064
9/9/2014	Audio Visual Tech	12	8	26	D	\$2,684	\$15.48	\$3,106	\$17.92	32,208	37,272	\$2.43	\$422.00	\$5,064
10/14/2014	IA-Classroom	10	2	18	C	\$2,318	\$13.37	\$2,435	\$14.05	5,795	6,088	\$0.67	\$29.25	\$293
10/14/2014	IA-Classroom	10	5	18	C	\$2,318	\$13.37	\$2,435	\$14.05	14,488	15,219	\$0.67	\$73.13	\$731
10/14/2014	IA-Classroom	10	3.5	18	E	\$2,318	\$13.37	\$2,684	\$15.48	10,141	11,743	\$2.11	\$160.13	\$1,601
10/14/2014	Library Asst. I	10	6	22	B	\$2,435	\$14.05	\$2,556	\$14.75	18,263	19,170	\$0.70	\$90.75	\$908
10/14/2014	Paraeducator-3	10	6	26	D	\$2,684	\$15.48	\$3,106	\$17.92	20,130	23,295	\$2.43	\$316.50	\$3,165
10/14/2014	Plumber	12	8	37	C	\$3,509	\$20.24	\$3,869	\$22.32	42,108	46,428	\$2.08	\$360.00	\$4,320
10/14/2014	Paraeducator-3	10	6	26	D	\$2,684	\$15.48	\$3,106	\$17.92	20,130	23,295	\$2.43	\$316.50	\$3,165
10/14/2014	Physical Activities Specialist	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
10/14/2014	Plant Supervisor	12	8	41	C	\$4,640	\$26.77	\$5,116	\$29.51	55,680	61,392	\$2.75	\$476.00	\$5,712
11/12/2014	Physical Activities Specialist	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
11/12/2014	Athletic Trainer	10	7	35	C	\$3,342	\$19.28	\$3,685	\$21.26	29,243	32,244	\$1.98	\$300.13	\$3,001
11/12/2014	Student Outreach Specialist	10	8	44	C	\$4,163	\$24.02	\$4,591	\$26.49	41,630	45,910	\$2.47	\$428.00	\$4,280
11/12/2014	Employee Benefits Technician	12	8	34	C	\$3,262	\$18.82	\$3,596	\$20.75	39,144	43,152	\$1.93	\$334.00	\$4,008
11/12/2014	IA-Classroom	10	3	18	C	\$2,318	\$13.37	\$2,435	\$14.05	8,693	9,131	\$0.67	\$43.88	\$439
11/12/2014	Paraeducator-3	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
11/12/2014	Paraeducator-3	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
11/12/2014	Paraeducator-3	10	6	26	C	\$2,684	\$15.48	\$2,959	\$17.07	20,130	22,193	\$1.59	\$206.25	\$2,063
12/9/2014	IA-Physical Ed.	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
12/9/2014	Bilingual Communtiy Liaison	10	4	25	C	\$2,619	\$15.11	\$2,887	\$16.66	13,095	14,435	\$1.55	\$134.00	\$1,340
12/9/2014	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
12/9/2014	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
12/9/2014	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
12/9/2014	Gardener	12	5.6	24	C	\$2,556	\$14.75	\$2,818	\$16.26	21,470	23,671	\$1.51	\$183.40	\$2,201

Advanced Step Placement Fiscal Impact Report

PC Meeting Approval Date	Position	MO	HR	Salary Range	Adv Step	Step A Monthly Rate	Step A Hourly Rate	Adv Step Monthly Rate	Adv Step Hourly Rate	Annual Cost at Step 1	Annual Cost at Adv Step	Amount change by Hour	Amount change by Month	Annual Fiscal Impact
2014-2015														
12/9/2014	IA-Classroom	10	3.5	18	E	\$2,318	\$13.37	\$2,684	\$15.48	10,141	11,743	\$2.11	\$160.13	\$1,601
1/22/2015	Admin Assistant	12	8	29	B	\$2,887	\$16.66	\$3,031	\$17.49	34,644	36,372	\$0.83	\$144.00	\$1,728
1/22/2015	Admin Assistant	10	8	29	C	\$2,887	\$16.66	\$3,182	\$18.36	28,870	31,820	\$1.70	\$295.00	\$2,950
	Community & Public Relations Officer	12	8	M62	D	\$7,795	\$44.97	\$9,023	\$52.05	93,540	108,276	\$7.08	\$1,228.00	\$14,736
1/22/2015	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
1/22/2015	Paraeducator 1	10	6	20	B	\$2,318	\$13.37	\$2,435	\$14.05	17,385	18,263	\$0.67	\$87.75	\$878
1/22/2015	Paraeducator-3	10	6	26	D	\$2,684	\$15.48	\$3,106	\$17.92	20,130	23,295	\$2.43	\$316.50	\$3,165
1/22/2015	Technical Theater Coordinator	12	8	42	F	\$4,819	\$27.80	\$5,061	\$29.20	57,828	60,732	\$1.40	\$242.00	\$2,904
1/22/2015	Health Off Spec	10	3.5	25	D	\$2,619	\$15.11	\$3,031	\$17.49	11,458	13,261	\$2.38	\$180.25	\$1,803
1/22/2015	IA-Classroom	10	3	18	E	\$2,318	\$13.37	\$2,684	\$15.48	8,693	10,065	\$2.11	\$137.25	\$1,373
1/22/2015	IA-Classroom	10	3	18	E	\$2,318	\$13.37	\$2,684	\$15.48	8,693	10,065	\$2.11	\$137.25	\$1,373
1/22/2015	IA-Classroom	10	3	18	D	\$2,318	\$13.37	\$2,556	\$14.75	8,693	9,585	\$1.37	\$89.25	\$893
1/22/2015	IA-Classroom	10	5	18	E	\$2,318	\$13.37	\$2,684	\$15.48	14,488	16,775	\$2.11	\$228.75	\$2,288
3/10/2015	Custodian	12	5	22	B	\$2,435	\$14.05	\$2,556	\$14.75	18,263	19,170	\$0.70	\$75.63	\$907
3/10/2015	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
3/10/2015	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
3/10/2015	Paraeducator 1	10	6	20	D	\$2,318	\$13.37	\$2,684	\$15.48	17,385	20,130	\$2.11	\$274.50	\$2,745
3/10/2015	IA-Classroom	10	3	18	D	\$2,318	\$13.37	\$2,556	\$14.75	8,693	9,585	\$1.37	\$89.25	\$893
2014-2015 TOTAL														\$194,486
CUMULATIVE 2-YEAR TOTAL (FROM 7/1/13)														\$262,201
CUMULATIVE 3-YEAR TOTAL (FROM 7/1/12)														\$408,642
CUMULATIVE 4-YEAR TOTAL (FROM 7/1/11)														\$522,371

Open Requisitions (as of 3/6/2015)

Req Number	Req Title	Department	Date From HR	Position Type	FTE%
15-146	ADMINISTRATIVE ASSISTANT	EDUCATIONAL SERVICES	2/18/2015	New	100
15-136	CAFETERIA WORKER I	SANTA MONICA HIGH SCHOOL	1/20/2015	Vac	37.5
12-103	CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA)	SPECIAL EDUCATION	9/8/2011	Vac	100
15-142	CHILDREN'S CENTER ASSISTANT-1	COMMUNITY DAY SCHOOL	2/13/2015	Vac	43.75
15-120	CHILDREN'S CENTER ASSISTANT-2	CABRILLO ELEMENTARY SCHOOL	12/12/2014	Vac	43.75
14-181	CHILDREN'S CENTER ASSISTANT-3	CHILD DEVELOPMENT SERVICES	5/27/2014	Vac	43.75
15-044	CHILDREN'S CENTER ASSISTANT-3	MCKINLEY PRESCHOOL	8/22/2014	Vac	43.75
15-046	CHILDREN'S CENTER ASSISTANT-3	CHILD DEVELOPMENT SERVICES	8/22/2014	Vac	43.75
15-137	CUSTODIAN	BUSINESS SERVICES	1/30/2015	Vac	37.5
15-086	INSTRUCTIONAL ASSISTANT-MUSIC	MALIBU HIGH SCHOOL	10/7/2014	Vac	31.25
15-111`	PARAEDUCATOR-1	FRANKLIN ELEMENTARY SCHOOL	12/4/2014	New	75
15-125	PARAEDUCATOR-1	LINCOLN CHILD DEVELOPMENT CENTER	12/18/2014	New	37.5
15-126	PARAEDUCATOR-1	WILL ROGERS LEARNING ACADEMY	12/18/2014	New	75
15-138	PARAEDUCATOR-1	ROOSEVELT ELEMENTARY SCHOOL	1/30/2015	New	62.5
15-143	PARAEDUCATOR-1	LINCOLN CHILD DEVELOPMENT CENTER	2/13/2015	New	50

Req Number	Req Title	Department	Date From HR	Position Type	FTE%
15-139	PARAEDUCATOR-3	DISTRICT-WIDE	1/30/2015	Vac	75
15-147	PARAEDUCATOR-1	JOHN ADAMS MIDDLE SCHOOL	2/27/2015	New	75
15-148	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	2/20/2015	Vac	75
15-140	PARAEDUCATOR-3	DISTRICT-WIDE	1/30/2015	New	75
15-144	PARAEDUCATOR-3	SPECIAL EDUCATION	2/13/2015	New	43.75
14-125	TECHNOLOGY SUPPORT ASSISTANT	INFORMATION SERVICES	5/5/2014	New	100

Filled Requisitions (1/1/2015 – 2/28/2015)

Req Number	Req Title	Department	Last Updated Date By User
15-134	ADMINISTRATIVE ASSISTANT	MCKINLEY ELEMENTARY SCHOOL	2/12/2015
14-129	CHILDREN'S CENTER ASSISTANT-3	CHILD DEVELOPMENT SERVICES	1/16/2015
15-114	CUSTODIAN	M & O (Maintenance & Operations)	1/15/2015
15-128	INSTRUCTIONAL ASSISTANT-CLASSROOM	ROOSEVELT ELEMENTARY SCHOOL	1/7/2015
15-133	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	1/27/2015
15-145	INSTRUCTIONAL ASSISTANT-CLASSROOM	WEBSTER ELEMENTARY SCHOOL	2/26/2015
15-116	PARAEDUCATOR-1	MCKINLEY ELEMENTARY SCHOOL	1/27/2015
15-130	PARAEDUCATOR-1	MCKINLEY ELEMENTARY SCHOOL	1/22/2015
15-117	PARAEDUCATOR-2	DISTRICT-WIDE	1/22/2015
15-132	PARAEDUCATOR-3	SPECIAL EDUCATION	1/12/2015
15-115	PLANT SUPERVISOR	M & O (Maintenance & Operations)	1/5/2015
15-101	SENIOR OFFICE SPECIALIST	WILL ROGERS LEARNING ACADEMY	1/16/2015

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / BRANDON TIETZE
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 02/05/15

RECOMMENDATION NO. A.12

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedules.

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Ayala, Erick McKinley ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/5/15
Bakhyt, Peter Food and Nutrition Services	Cafeteria Worker - Transporter 2.2 Hrs/SY/Range: 13 Step: D	1/5/15
Ceccarelli, Alan Facility Use	Technical Theater Coordinator 8 Hrs/12 Mo/Range: 42 Step: E	1/5/15
Homami, Christina Health Svcs-Franklin ES	Health Office Specialist 3.5 Hrs/SY/Range: 25 Step: A	1/12/15
Nunez, Carla Muir ES	Inst Assistant - Classroom 3.5 Hrs/SY/Range: 18 Step: B	11/24/14
Pinsker, Gail Superintendent's Office	Community and Public Relations Officer 8 Hrs/12 Mo/Range: M62 Step: A	1/12/15
Rand, Alex SMASH	Inst Assistant - Classroom 5 Hrs/SY/Range: 18 Step: B	1/5/15
Santillan Morales, Samantha Special Ed-Cabrillo ES	Paraeducator 1 5 Hrs/SY/Range: 20 Step: A	1/5/15
Scott, Treanna Rogers ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/5/15
Torrey, Michael McKinley ES	Administrative Assistant 8 Hrs/10+10 Mo/Range: 29 Step: A	1/5/15
Webber, Walter Facility Use	Sports Facility Attendant 6 Hrs/12 Mo/Range: 22 Step: A	1/5/15
 <u>PROMOTION</u>		 <u>EFFECTIVE DATE</u>
Thomas, William Special Ed-Roosevelt ES	Paraeducator 3 6 Hrs/SY/Range: 26 Step: D From: Paraeducator 1: 8 Hrs/SY	1/5/15
 <u>SUBSTITUTES</u>		 <u>EFFECTIVE DATE</u>
Abrom, Markus Operations	Custodian	1/7/15-6/30/15
Adeyemi, LaTrina Operations	Custodian	1/5/15-6/30/15

Becerra, Daniel Operations	Custodian	1/5/15-6/30/15
Cline, Wendy Food and Nutrition Services	Cafeteria Worker I	1/12/15-6/5/15
Epps, Cleveland Operations	Custodian	1/9/15-6/30/15
Gaylor, Amanda Human Resources	Office Specialist	1/5/15-3/27/15
Gonzales, Rosalinda Special Education	Paraeducator 1	1/9/15-6/5/15
Green, Shanna Child Development Services	Children's Center Assistant 1	11/1/14-6/30/15
Harris, Melessia Special Education	Paraeducator 1	1/20/15-6/5/15
Haywood, Chanel Operations	Custodian	1/9/15-6/30/15
Isaac, Arthur Operations	Custodian	1/12/15-6/30/15
Jala, Ariel Operations	Custodian	1/5/15-6/30/15
Longstreet, Willie Operations	Custodian	1/20/15-6/30/15
Orozco, Cecilia Food and Nutrition Services	Cafeteria Worker I	1/5/15-6/5/15
Ortiz, Alma Food and Nutrition Services	Cafeteria Worker I	1/12/15-6/5/15
Osorio, Amanda Special Education	Paraeducator 1	1/14/15-6/5/15
Payne, Leonard Operations	Custodian	1/5/15-6/30/15
Pineda, Luz Health Services	Health Office Specialist	1/22/15-6/5/15
Quintana, Anthony Operations	Custodian	1/5/15-6/30/15
Safavi, Mashir District	Inst Assistant – Physical Education	1/12/15-6/30/15
Stewart, Erik Child Development Services	Children's Center Assistant 1	11/22/14-1/31/15/15
Valencia, William District	Inst Assistant – Physical Education	1/5/15-6/30/15

Walker, Sharon Operations	Custodian	1/5/15-6/30/15
<u>INVOLUNTARY TRANSFER</u>		<u>EFFECTIVE DATE</u>
Llosa, Silvia Special Ed-Edison ES	Paraeducator 1 5 Hrs/SY From: 5 Hrs/SY/Special Ed-Adams MS	1/5/15
<u>CHANGE IN ASSIGNMENT</u>		<u>EFFECTIVE DATE</u>
Bakhyt, Peter FNS-Malibu HS	Cafeteria Worker I 3.3 Hrs/SY From: 3 Hrs/SY	1/5/15
<u>LEAVE OF ABSENCE (PAID)</u>		<u>EFFECTIVE DATE</u>
Ceron, Gloria Child Development Services	Children's Center Assistant 2 Medical	12/15/14-1/15/15
Chulack, Sarah Special Education	Paraeducator 3 Medical	3/5/15-4/16/15
Hernandez, Patricia Adams MS	Senior Office Specialist Intermittent FMLA	1/6/15-6/30/15
Sadeghpour, Chariton Roosevelt ES	Elementary Library Coordinator Intermittent FMLA	1/1/15-6/30/15
Serna, Maria Fiscal Services	Senior Administrative Assistant Medical	12/17/15-1/11/15
<u>LEAVE OF ABSENCE (UNPAID)</u>		<u>EFFECTIVE DATE</u>
Naranjo, Debbie Food and Nutrition Services	Cafeteria Worker II Personal	1/12/15-1/16/15
Simmonds, Hugh Operations	Gardener Personal	1/7/15-4/7/15
<u>PROFESSIONAL GROWTH</u>		<u>EFFECTIVE DATE</u>
Berumen, Theodore Purchasing	Senior Buyer	1/1/15
Perez, Grace Child Develop Svcs-Rogers ES	Children's Center Assistant 2	1/1/15
Plascencia, Henry Santa Monica HS	Lead Custodian	1/1/15
Sinai, Farimah Facility Use	Accounting Assistant 2	1/1/15
<u>DISQUALIFICATION FROM PROBATION</u>		<u>EFFECTIVE DATE</u>
HB6294658	Paraeducator I	2/6/15
<u>RESIGNATION</u>		<u>EFFECTIVE DATE</u>
Cortez Arevalo, Alicia FNS-Santa Monica HS	Cafeteria Worker I	1/4/15

Garcia, Irene Rogers ES	Inst Assistant - Classroom	1/16/15
Hernandez, Wendy Child Develop Svcs-Muir ES	Children's Center Assistant 2	1/23/15
James, Marc Facility Use	Custodian	1/11/15
Mooser, Zoe Grant ES	Inst Assistant - Classroom	1/6/15
Rivas, Blanca Special Ed-Franklin ES	Paraeducator 3	1/8/15
Torrey, Michael Special Ed-Franklin ES	Administrative Assistant	1/21/15
<u>RETIREMENT</u> McGee, Leslie Santa Monica HS	Administrative Assistant	<u>EFFECTIVE DATE</u> 2/25/15

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:
 ABSENT:

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / BRANDON TIETZE
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 02/19/15

RECOMMENDATION NO. A.16

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedules.

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Brynjgard, Peter Pt. Dume ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/26/15
Castellanos, Joseph Operations	Plant Supervisor 8 Hrs/12 Mo/Range: M41 Step: A	1/26/15
Fink, Conor Special Ed-Pt. Dume ES	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	1/20/15
Hernandez, Christopher Rogers ES	Inst Assistant - Classroom 3.5 Hrs/SY/Range: 18 Step: B	1/20/15
Lambert, Natasha Roosevelt ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/5/15
Ortega, Alyssa Roosevelt ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/20/15
Osorio, Amanda Special Ed-McKinley ES	Paraeducator 2 4 Hrs/SY/Range: 23 Step: A	1/23/15

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Adeyemi, Latrina Facility Use	Custodian [overtime; Facility Use events]	1/1/15-6/30/15
Birdsall, Garrett Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/3/14-6/30/15
Bonilla, Leroy Facility Use	Custodian [overtime; Facility Use events]	1/1/15-6/30/15
Chavez, Dennis Maintenance	Facilities Technician [overtime; District projects and emergencies]	1/1/15-6/30/15
Cobbs, Rufus Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Cobbs, Rufus Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Cobbs, Rufus Santa Monica HS	Custodian [overtime; school events]	1/7/15-6/5/15
Freeman, Lakesha Facility Use	Campus Security Officer [additional hours; Facility Use events]	1/1/15-6/30/15

Fuller, Charesse Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Fuller, Charesse Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Fuller, Charesse Lincoln MS	Custodian [additional hours; performing arts support]	1/24/15-1/25/15
Gonzalez, Art Lincoln MS	Custodian [overtime; performing arts support]	1/24/15
Gutierrez-Prada, Nancy Santa Monica HS	Bilingual Community Liaison [overtime; translation - academic planning presentation]	1/10/15
Hendler, Nanette Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
Hernandez, Johnny Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/1/14-6/30/15
Herrada, Joe Lincoln MS	Custodian [overtime; performing arts support]	1/23/15
Johnson, Peter Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Lindholm, Nicholas Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/3/14-6/30/15
Mamon, Stephaniee Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Mamon, Stephaniee Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Martin, Charles Lincoln MS	Campus Security Officer [overtime; performing arts support]	1/23/15-1/25/15
Nunez, Sherry Lincoln MS	Campus Security Officer [overtime; performing arts support]	1/23/15-1/25/15
Windt, Neil Facility Use	Accompanist [additional hours; Facility Use events]	1/1/15-6/30/15
Woodard, Christopher Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
Worthington, Jamie Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Gonzales, Diane Special Education	Paraeducator 2	1/1/15-6/5/15
Gutierrez, Adriana Food and Nutrition Services	Cafeteria Worker I	1/14/15-6/5/15
Morales, Rosa Food and Nutrition Services	Cafeteria Worker I	1/28/15-6/5/15

Plascencia, Henry District	Campus Security Officer	1/28/15-6/30/15
Ramirez, Armida Child Development Services	Children's Center Assistant 1	1/22/15-6/30/15
Tapia, Giovanni District	Campus Security Officer	1/14/15-6/30/15

CHANGE IN ASSIGNMENT

EFFECTIVE DATE

Granadino, Frank Transportation	Bus Driver 7.75 Hrs/10 Mo From: 7.5 Hrs/10 Mo	1/6/15
Yates-Lomax, Kathy Transportation	Bus Driver 7.5 Hrs/10 Mo From: 7 Hrs/10 Mo	1/14/15

PROFESSIONAL GROWTH

EFFECTIVE DATE

Cueva, Sandra Child Develop Svcs-Washington West	Children's Center Assistant 2	2/1/15
De Los Santos, Gabriela Muir ES	Inst Assistant - Classroom	2/1/15
Harris, Kenneth Roosevelt ES	Custodian	2/1/15
Murray, April Lincoln MS	Swimming Instructor-Lifeguard	2/1/15
Santiago, Guillermo Roosevelt ES	Paraeducator 1	2/1/15

ABOLISHMENT OF POSITION

EFFECTIVE DATE

Cafeteria Worker I 3 Hrs/SY; FNS-Santa Monica HS	1/5/15
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DISQUALIFICATION FROM PROBATION

EFFECTIVE DATE

TQ7792494	Physical Activities Specialist	2/18/15
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RESCIND DISQUALIFICATION FROM PROBATION

EFFECTIVE DATE

HB6294658	Paraeducator 1	2/6/15
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RESCIND DISMISSAL

EFFECTIVE DATE

ZU1909011 Facility Use		2/6/15
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WORKING OUT OF CLASS

EFFECTIVE DATE

Islas, Gloria FNS-Grant ES	Cafeteria Worker II From: Cafeteria Worker I	1/27/15-6/30/15
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TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

(39-MONTH MEDICAL REEMPLOYMENT LIST)

MP4551004
Special Education

Paraeducator 1

EFFECTIVE DATE

2/17/15

RESIGNATION

Bechkovski, Stephan
Facility Use

Lifeguard-Swim Instr

EFFECTIVE DATE

2/5/15

Welles, Mark
Special Ed-Lincoln MS

Paraeducator 1

1/30/15

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSENT:

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / BRANDON TIETZE
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 03/05/15

RECOMMENDATION NO. A.17

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedules.

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Gonzalez, Cinthia Grant ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	2/17/15
Harris, Melessia Special Ed-Muir ES	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	1/29/15
Jackson, Donte FNS-Santa Monica HS	Cafeteria Worker I 3 Hrs/SY/Range: 11 Step: E	2/10/15
Le Bouf, Tareka Special Education	Paraeducator 3 6 Hrs/SY/Range: 26 Step: A	2/9/15
Lucero, Amy Child Develop Svcs-Wash West	Children's Center Assistant 2 3.5 Hrs/SY/Range: 18 Step: B	2/2/15
Shocklee, Miceala Special Ed-McKinley ES	Paraeducator 1 5 Hrs/SY/Range: 20 Step: A	2/9/15
Williams, Breanna Special Ed-Malibu HS	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	2/2/15

<u>PROMOTION</u>		<u>EFFECTIVE DATE</u>
Mock, Christopher Special Ed-McKinley ES	Paraeducator 3 6 Hrs/SY/Range: 26 Step: E From: Paraeducator 1: 6 Hrs/SY	2/9/15

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Adams, Toni Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Adeyemi, Latrina Facility Use	Custodian [additional hours; Facility Use events]	1/1/15-6/30/15
Arriola, Olga Food and Nutrition Services	Cafeteria Worker I [additional hours; assistance in cafeteria]	8/18/14-6/5/15
Bonilla, Leroy Facility Use	Custodian [additional hours; Facility Use events]	1/1/15-6/30/15
Cage, Ramondo Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Ceccarelli, Alan Facility Use	Technical Theater Coordinator [overtime; Facility Use events]	1/1/15-6/30/15

Chavez, Dennis Maintenance	Facilities Technician [limited term; construction supervision]	1/29/15-5/1/15
Chocha, Puja Special Ed-Malibu HS	Paraeducator 3 [additional hours; professional development]	2/6/15
Cobbs, Rufus Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Coleman, Daniel Webster ES	Physical Activities Specialist [additional hours; physical education assistance]	1/19/15-6/5/15
Cruz-Aguilar, Julia Food and Nutrition Services	Cafeteria Worker I [additional hours; assistance in cafeteria]	8/18/14-6/5/15
Davis, Anthony Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Day, Wayne Operations	Lead Custodian [overtime; custodial assignments]	8/1/14-6/30/15
Fuller, Charesse Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Gaidzik, George Information Services	Technology Support Assistant [overtime; SBAC support]	12/4/14-1/14/15
Gomez, Jack Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Gonzalez, Jose Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Gonzalez, Xavier Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Heiderman, Daniel Operations	Utility Worker [overtime; operations support]	8/1/14-6/30/15
Hynes, Christal Information Services	Technology Support Assistant [overtime; SBAC support]	12/4/14-1/14/15
Jauregui, Jorge Information Services	Technology Support Assistant [overtime; SBAC support]	12/4/14-1/14/15
Kramer, Quinton Special Ed-Malibu HS	Paraeducator 1 [additional hours; professional development]	2/6/15
Mamon, Stephanie Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Miller, Maurice Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Monroy, Rosa Santa Monica HS	Office Specialist [additional hours; clerical support]	1/27/15
Monte, Peri Webster ES	Elementary Library Coordinator [additional hours; Homework Club supervision]	12/1/14-6/1/15

Morales, Steve Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Murillo, Joel Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Nairouz, Dina Food and Nutrition Services	Cafeteria Worker I [additional hours; assistance in cafeteria]	8/18/14-6/5/15
Newman, Pasley Special Ed-Santa Monica HS	Paraeducator 3 [additional hours; professional development]	11/1/14-6/5/15
Plascencia, Henry Operations	Lead Custodian [overtime; custodial assignments]	8/1/14-6/30/15
Rodriguez, Gerardo Lincoln MS	Library Assistant I [additional hours; after school assistance]	1/26/15-6/5/15
Rodriguez, Maria Food and Nutrition Services	Cafeteria Worker I [additional hours; assistance in cafeteria]	8/18/14-6/5/15
Rogers, Arshon Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Scahill, Melissa Special Education	Occupational Therapist [limited term; therapy sessions]	2/15/15-2/27/15
Suaste, Eduardo Operations	Lead Custodian [overtime; custodial assignments]	8/1/14-6/30/15
Tate, Jarell Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Tate, Wiley Operations	Custodian [additional hours; custodial assignments]	1/1/15-6/30/15
Uliantzeff, Elena Student Services	Bilingual Community Liaison [overtime; SARB or expulsion hearing translations]	1/1/15-6/5/15
<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Casey, Brittany Child Development Services	Children's Center Assistant 1	9/1/14-6/5/15
Gonzalez, Diane District	Office Specialist	2/2/15-6/30/15
Gonzales, Diane Special Education	Paraeducator 1	2/5/15-6/5/15
Haro, Irma Child Development Services	Children's Center Assistant 1	9/1/14-6/5/15
Moore, Tenisha Rogers ES	Inst Assistant - Classroom	2/9/15-6/5/15
<u>LEAVE OF ABSENCE (PAID)</u>		<u>EFFECTIVE DATE</u>
Boyd, Katherine Santa Monica HS	Custodian Medical	1/27/15-3/31/15

Ceron, Gloria Child Development Services	Children's Center Assistant 2 Medical	1/16/15-4/6/15
Chulack, Sarah Special Ed-Malibu HS	Paraeducator 3 Medical	1/14/15-2/5/15
Chulack, Sarah Special Ed-Malibu HS	Paraeducator 3 Maternity	2/5/15-4/16/15
Ganelis, Inna Santa Monica HS	Accompanist Child Care	2/18/15-3/12/15
Gutierrez, Adriana McKinley ES	Inst Assistant – Physical Education Medical	1/3/15-1/17/15
Hurtado, Renee Special Ed-McKinley ES	Paraeducator 2 Medical	2/23/15-6/5/15
James, Carolin Rogers ES	Administrative Assistant Maternity	1/12/15-3/29/15
Korduner, Justin Special Ed-Santa Monica HS	Paraeducator 1 Medical	12/31/14-3/1/15
Mederos, Eden Special Education	Paraeducator 3 Medical	1/1/15-2/1/15
Naranjo, Debbie Food and Nutrition Svcs-SAMOHI	Cafeteria Worker II Medical	1/20/15-1/22/15
Velasquez, Jose Pt. Dume ES	Custodian Medical	2/3/15-2/17/15

LEAVE OF ABSENCE (UNPAID)

EFFECTIVE DATE

Chulack, Sarah Special Ed-Malibu HS	Paraeducator 3 CFRA	4/17/15-6/5/15
Flores, Ana Olympic HS	Paraeducator 1 CFRA	1/12/15-6/30/15
Ganelis, Inna Santa Monica HS	Accompanist Child Care	3/13/15-6/5/15
Gonzalez, Angelica Santa Monica HS	Administrative Assistant CFRA	1/21/15-3/18/15
Hill, Erin Franklin ES	Inst Assistant - Classroom Personal	3/12/15-5/20/15
James, Carolin Rogers ES	Administrative Assistant CFRA	3/30/15-6/17/15
Klenk, Heather Lincoln MS	Inst Assistant - Music Personal	1/16/15-3/15/15
Villa, Maria FNS-Adams MS	Cafeteria Worker I Personal	1/8/15-6/5/15

PROFESSIONAL GROWTH

Medina, Rosio
Rogers ES

Inst Assistant - Classroom

EFFECTIVE DATE
3/1/15

WORKING OUT OF CLASS

Herrera, Zenon
Maintenance

Electrician
From: Locksmith

EFFECTIVE DATE
2/2/15-5/1/15

Johnston, Cindy
McKinley ES

Administrative Assistant
From: Senior Office Specialist

1/22/15-4/21/15

Morris, Sean
Maintenance

Skilled Maintenance Worker
From: Custodian

2/6/15-4/30/15

Oyenoki, Liz
McKinley ES

Administrative Assistant
From: Senior Office Specialist

1/21/15-4/21/15

Reyes, Pedro
Maintenance

Facilities Technician
From: Electrician

1/29/15-5/1/15

Villa, Alejandro
Maintenance

Locksmith
From: Skilled Maintenance Worker

2/2/15-5/1/15

RESIGNATION

Karabatos, Andrea
Webster ES

Inst Assistant - Classroom

EFFECTIVE DATE
2/13/15

Rogers, Arshon
Operations

Custodian

2/17/15

Shaw, Jonathan
Child Develop Svcs-Roosevelt ES

Children's Center Assistant 2

2/14/15

RETIREMENT

Gershuni, Pearl
Lincoln MS

Paraeducator 2

EFFECTIVE DATE
2/9/15

SUSPENSION WITHOUT PAY

AQ9717881
Special Ed-Santa Monica HS

Paraeducator 2

EFFECTIVE DATE
3/9/15-3/27/15
4/10/15-4/30/15

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSENT:

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/05/15

FROM: SANDRA LYON / MARK O. KELLY / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.13

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

AVID TUTOR

McDonald, Meagan

Santa Monica HS

1/5/15-6/5/15

COACHING ASSISTANT

Mandell, Rebecca

Malibu HS

1/5/15-6/30/15

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSENT:

TO: BOARD OF EDUCATION

ACTION/CONSENT
02/19/15

FROM: SANDRA LYON / MARK O. KELLY / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.17

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

COACHING ASSISTANT

Cannon, Kermit	Santa Monica HS	1/8/15-6/30/15
Goldberg, Vincent	Malibu HS	11/1/14-6/30/15
Hernandez, Rafael	Santa Monica HS	9/19/14-6/30/15
Martin, Daniel	Santa Monica HS	1/12/15-6/30/15

NOON SUPERVISION AIDE

Brynjegard, Peter	Pt. Dume ES	1/26/15-6/5/15
Cano, Karen	McKinley ES	12/1/14-6/5/15
Karabatos, Andrea	Webster ES	12/8/14-6/30/15
Ortega, Alyssa	Roosevelt ES	1/20/15-6/5/15
Rodriguez, Maria	Muir ES	1/5/15-6/5/15

TECHNICAL SPECIALIST – LEVEL III

Granger, Alexander	Lincoln MS [Violin Instructor] - Funding: Gifts – Band and Orchestra Fund	1/5/15
Hsu, Grace	Lincoln MS [Cello Instructor] - Funding: Gifts – Band and Orchestra Fund	1/5/15

STUDENT WORKER – WORKABILITY

Bachman, Samantha	Special Education	1/7/15-6/30/15
Houzel, Ife	Special Education	1/7/15-6/30/17
Johnson, Shanees	Special Education	1/12/15-6/30/15
Morales, Arturo	Special Education	1/7/15-6/30/17
Kovacs, Sarah	Special Education	1/6/15-6/30/18
Reynaga, Stephanie	Special Education	1/21/15-6/30/15

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSENT:

TO: BOARD OF EDUCATION

ACTION/CONSENT
03/05/15

FROM: SANDRA LYON / MARK O. KELLY / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.18

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

NOON SUPERVISION AIDE

Valadez, Luz Edison ES 9/1/14-6/5/15

TECHNICAL SPECIALIST – LEVEL III

Hsu, Grace Ed Svcs/VAPA 1/1/15-2/18/15
[Strings Instructor]
- Funding: Gifts – Stairway of the Stars Fund

Parise, Chris Ed Svcs/VAPA 1/14/15-2/11/15
[Band Instructor]
- Funding: Gifts – Stairway of the Stars Fund

STUDENT WORKER – WORKABILITY

Hahn, Julia Special Education 1/27/15-6/30/17

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSENT:

**SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
MEETING CALENDAR
2014 – 2015**

Date	Time	Location	Notes
2014			
July 8, 2014	4:00 p.m.	Board Room – District Office	
August 12, 2014	4:00 p.m.	Board Room – District Office	
September 9, 2014	4:00 p.m.	Board Room – District Office	
October 14, 2014	4:00 p.m.	Board Room – District Office	
November 12, 2014	4:00 p.m.	Board Room – District Office	
December 9, 2014	4:00 p.m.	Board Room – District Office	
2015			
January 22, 2015	4:15 p.m.	Board Room – District Office	
February 10, 2015	4:00 p.m.	Board Room – District Office	
February 2015	Daily Conference	TBD	CSPCA 2015 Annual Conference
March 10, 2015	4:00 p.m.	Board Room – District Office	
April 14, 2015	4:00 p.m.	Board Room – District Office	2015–16 Budget Discussion and Development,
May 12, 2015	4:00 p.m.	Board Room – District Office	2015-16 Budget Adoption
June 9, 2015	4:00 p.m.	Board Room – District Office	

SMMUSD Board of Education Meeting Schedule 2014-2015

Closed Session begins at 4:30pm
Public Meetings begin at 5:30pm

July through December 2014					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/16* DO		*Wednesday, 7/16
August		8/13* DO		8/28 DO	*Wednesday: 8/13 First day of school: 8/19
September	9/4* DO		9/18 DO	9/25* DO	*9/4: MS Back to School Night *9/25: Admissions Day Holiday
October	10/2 M DO		10/16 DO	10/30* DO	*10/30: 5 th Thursday
November	11/6 M		11/20 DO		Thanksgiving: 11/27-28
December		12/11 DO		winter break	
Winter Break: December 22 – January 2					
January through June 2015					
Winter Break: December 22 – January 2					
January	winter break	1/15 DO	1/20* DO		*1/20: Special Meeting (Tues.)
February	2/5 M		2/19 DO		
March	3/5 DO		3/19 M		
Spring Break: March 30 – April 10					
April	spring break	spring break		4/23 DO	
May	5/7 M		5/21 DO		
June		6/11 DO		6/24* DO	Last day of school: 6/5 *Wednesday: 6/24

District Office (DO): 1651 16th Street, Santa Monica.
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu, CA

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.
 Board of Education Meeting AGENDA: January 15, 2015

IV. Personnel Commission Business:

A. Future Items:

Subject	Action Steps	Tentative Date
Preliminary Budget – Fiscal Year 2015-2016	First Reading	April 2015
	-First Reading of Changes to Merit Rules: <i>Chapter II: The Personnel Commission</i>	April 2015
	-Approval of Changes to Merit Rules: <i>Chapter II: The Personnel Commission</i> -First Reading of Changes to Merit Rules: <i>Chapter III: Classification</i>	May 2015
	-Approval of Changes to Merit Rules: <i>Chapter III: Classification</i> -First Reading of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i>	June 2015
	-Approval of Changes to Merit Rules: <i>Chapter IV: Application for Employment</i> -First Reading of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i>	July 2015
	-Approval of Changes to Merit Rules: <i>Chapter V: Recruitment and Examination</i> -First Reading of Changes to Merit Rules: <i>Chapter VI: Eligibility Lists</i>	August 2015
Classified Employees Appreciation Reception		May 2015
Adoption of Budget – Fiscal Year 2016-2016		May 2015
Adoption of Personnel Commission Calendar 2015-2016		May 2015
Annual Performance Evaluation of Personnel Commission Staff		May 2015

V. Next Regular Personnel Commission Meeting:

Tuesday, April 14, 2015 at 4:00 pm - *District Office Board Room*

VI. Closed Session:

No Closed Session

VII. Adjournment:

Commissioner	M	S	Yes	No	Abstain	ABSENT
Barbara Inatsugu						
Joseph Pertel						
Michael Sidley						