

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

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

**AGENDA**

**REGULAR MEETING  
December 10, 2013 @ 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 December 10, 2013**

<b>Commissioner</b>	<b>M</b>	<b>S</b>		<b>Yes</b>	<b>No</b>	<b>Abstain</b>	<b>ABSENT</b>
Barbara Inatsugu							
Joseph Pertel							
Michael Sidley							

- E. Approval of Minutes for Regular Meeting on November 12, 2013**

<b>Commissioner</b>	<b>M</b>	<b>S</b>		<b>Yes</b>	<b>No</b>	<b>Abstain</b>	<b>ABSENT</b>
Barbara Inatsugu							
Joseph Pertel							
Michael Sidley							

- F. Report from the Director of Classified Personnel**
- G. Personnel Commissioner Comments/Reports**
- H. Communications**
- I. Public Comments**
- J. Personnel Commission Organization – Election of Personnel Commission Officers**

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

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

**AGENDA**

**REGULAR MEETING**  
**December 10, 2013 @ 4:00 p.m.**  
**District Office Board Room**

Electronically Recorded

***Guiding Principles:** Ensures the District's merit system is performed as well as possible, that it supports the mission of the School District, and it is done in a manner that is highly transparent and user friendly for all employees and the public.*

- ❖ **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:**

**B. Roll Call:**

**C. Pledge of Allegiance:**

**D. Approval of Agenda for Regular Meeting on December 10, 2013**

**E. Approval of Minutes for Regular Meeting on November 12, 2013**

**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
- 2013-2014 Compensation Study Update
- District Technology Team Update
- Professional Growth & Training Committee Update
- Affordable Care Act Committee Update
- Personnel Testing Council - Southern California Training Conference Report

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 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.

**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. Approve Classified Personnel Eligibility List(s):**

<b><u>Classification</u></b>	<b><u># Eligibles</u></b>
Cafeteria Worker I	7
Custodian	15
Instructional Assistant – Classroom	3
Instructional Assistant – Music	4

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

Children's Center Assistant	41
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## **B. Approve Advanced Step Placements:**

### **1. Advanced Step Placements:**

- a. Approval of Advanced Step Placement for new employee Angelica Gonzalez in the classification of Administrative Assistant at Range: 29 Step: B
- b. Approval of Advanced Step Placement for new employee Nicole Homerin in the classification of Instructional Assistant - Classroom at Range: 18 Step: B
- c. Approval of Advanced Step Placement for new employee Cecilia Sanchez, in the classification of Instructional Assistant - Specialized at Range: 26 Step: C
- d. Approval of Advanced Step Placement for new employee Renee Yi, in the classification of Instructional Assistant - Specialized at Range: 26 Step: C

## **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. It is recommended that the Personnel Commission approve the revisions to the Children's Center Assistant classification within the Student Support job family
- b. It is recommended that the Personnel Commission approve the revisions to the Children's Center Assistant - Preschool classification within the Student Support job family
- c. It is recommended that the Personnel Commission approve the revisions to the Instructional Assistant – Special Education classification within the Special Education job family
- d. It is recommended that the Personnel Commission approve the revisions to the Instructional Assistant – Developmental Health classification within the Special Education job family
- e. It is recommended that the Personnel Commission approve the revisions to the Instructional Assistant – Specialized classification within the Special Education job family

### **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. No Discussion Item(s)**

**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. Personnel Requisitions Status Report
3. Classified Personnel – Merit Report - No. A.17 (for SMMUSD School Board Agenda)
  - November 21, 2013
4. Classified Personnel – Non-Merit Report – No. A.18
  - November 21, 2013
5. Personnel Commission’s Twelve-Month Calendar of Events
  - 2013 - 2014
6. Board of Education Meeting Schedule
  - 2013 – 2014

**IV. Personnel Commission Business:**

**A. Future Items:**

<b>Subject</b>	<b>Action Steps</b>	<b>Tentative Date</b>
Classification Specification Revisions	Instructional Assistant–Classroom	January 2014
Merit Rules Revisions	First Reading of Changes to Merit Rules: Chapter XII: <i>Salaries, Overtime Pay, and Benefits</i>	January 2014
	Chapter XIV: <i>Disciplinary Action and Appeal</i>	February 2014
	Chapter XV: <i>Resignation and Reinstatement</i> Chapter XVI: <i>Grievance Procedure</i> Chapter I: <i>Preliminary Statement and Definition of Terms</i>	March 2014

**V. Next Regular Personnel Commission Meeting:**

Tuesday, January 14, 2014, 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.

**TIME ADJOURNED:** \_\_\_\_\_

Submitted by:

\_\_\_\_\_  
Brandon Tietze  
Secretary to the Personnel Commission  
Director, 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.

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

**MINUTES**

**REGULAR MEETING**  
**November 12, 2013 @ 4:00 p.m.**  
**District Office Board Room**

Electronically Recorded

***Guiding Principles:** Ensures the District's merit system is performed as well as possible, that it supports the mission of the School District, and it is done in a manner that is highly transparent and user friendly for all employees and the public.*

**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 4:10 p.m.

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

**C. Pledge of Allegiance:** Ms. Jana Hatch, Administrative Assistant, led all in attendance in the Pledge of Allegiance.

**D. Motion to Approve Agenda:** November 12, 2013

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

**It was moved and seconded to approve the agenda as presented.**

**E. Motion to Approve Minutes:** October 8, 2013

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

**It was moved and seconded to approve the minutes with technical corrections.**

**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 recommended the Personnel Commission amend Agenda Item III.A.1.b. – Advanced Step Placement for a new employee, Ms. Marcia Melkonian, from step B to step C. Also, application for new employee, Ms. Resa Nikol, was provided to the Personnel Commissioners.**
  - **Director Tietze informed the Personnel Commission about the Officer Elections that will take place at the next regular Personnel Commission meeting in December. He noted that the Chair and Vice-chair roles are purely organizational in nature and do not contain any implied extra authority.**
  - **Director Tietze brought attention to the Advanced Step Placement Status Report that was enhanced by additional information regarding fiscal impact of the hourly, monthly, and annual rates.**
  - **Director Tietze notified the Personnel Commission about his participation on the Affordable Care Act committee. The Personnel Commission has a role in modifying the placement of substitutes to meet the needs of the District in relation to guidelines of the ACA. He thanked Ms. Washington for all the coordination of the committee.**
- Commissioner Reappointment
  - **Director Tietze announced that Commissioner Pertel graciously agreed to serve another term as a Commissioner. Mr. Pertel's re-election is universally supported, and his contribution to the Personnel Commission and to the District is highly valued.**  
**Director Tietze submitted a letter to the State Superintendent for the re-election. The Board of Education also approved Commissioner Pertel's reappointment; therefore, only the State's Superintendent of Public Instruction formal acknowledgement is needed at this point.**
- Classified Workforce Guide for Managers
  - **Director Tietze informed the Personnel Commission about creating and presenting the Classified Workforce Guide for District managers and administrators. The presentation was given at the management meeting in early November. It contains certain critical due process guidelines related to performance evaluation and discipline, as well as Merit Rules and SEIU contract language, site appropriate classification specifications, and other references related to classified employees.**
- 2013-2014 Classification and Compensation Study Update
  - **Director Tietze reported to the Personnel Commission about the progress on the classification and compensation study he is conducting with Mr. Bryon Miller, the Personnel Analyst. They identified several Districts and local government agencies comparable to the Santa Monica-Malibu Unified School District. The analyses are based on six (6) main criteria which include monetary amounts spent per student in various areas, cost of living, and proximity to the beach. Twenty-two (22) agencies were recommended to the District and SEIU for consideration and feedback on the selection.**
- Timeline Expectations for Merit Rules Revisions and Classification Revisions
  - **Director Tietze provided a brief report on timeline expectations for Merit Rules and classification specification revisions emphasizing the need to establish a**



complex structure, and this process may be taking longer than was originally anticipated.

- Professional Growth and Training Committee Update
  - **Director Tietze informed the Personnel Commission about his involvement on the Professional Growth and Training committee. The main purpose of the committee is to ensure mandated training is taking place and that professional growth opportunities are provided for classified staff. Each employee should be provided with five (5) opportunities per year.**

**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.

- **None**

**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

- **None**

2. Board of Education Report

- **Ms. Debra Moore Washington, Assistant Superintendent of Human Resources, also reported on the activities related to the Affordable Care Act. A consultant from American Fidelity was hired to assist with this project.**
- **Ms. Washington informed the Personnel Commission about negotiations with SEIU representatives that will take place on November 13, 2013.**
- **Ms. Washington updated the Personnel Commission about the environmental studies conducted at Malibu High School. Student and staff safety is the District's utmost concern; therefore, all the necessary testing is in progress.**
- **Ms. Washington notified the Personnel Commission about the District fundraising. Vision for Student Success depends on these additional funds.**
- **Ms. Washington informed the Personnel Commission about recruitment for a new principal of McKinley Elementary School.**
- **Ms. Washington congratulated Commissioner Pertel on his reappointment.**
- **Commissioner Inatsugu inquired about the special Board of Education workshop on the local control funding formula. Ms. Washington announced that it would take place at Lincoln Middle School on November 19, 2013. School Services will assist the District with designing a plan specific to Santa Monica and Malibu school communities.**
- **Commissioner Sidley inquired about the financial impact of the Affordable Care Act on the District. Ms. Washington replied that the American Fidelity consultant is going to conduct workforce analysis.**
- **Commissioner Sidley asked if there are also difficulties in management and certificated recruitments as a result of the inadequate salary schedules, which is the case with classified recruitments. Ms. Washington noted that a job offer was extended to the most suitable candidate at McKinley Elementary School, but it was declined due to the candidate's personal reasons.**

- 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.

- II. Approval of Classified Personnel Eligibility List(s):** 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. Approve Classified Personnel Eligibility List(s):**

<u>Classification</u>	<u># Eligibles</u>
Campus Security Officer	16
Health Office Specialist	6
Instructional Assistant – Special Education	6
Instructional Assistant – Specialized	3

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

**It was moved and seconded to approve the Eligibility Lists as submitted.**

**Commissioner Pertel inquired about any potential difficulties with these eligibility lists or the recruitment processes. None were reported.**

**III. Action Items/ Discussion/or Other Information:**

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

**1. Advanced Step Placements:**

- Approval of Advanced Step Placement for new employee Cristina Delgadillo, in the classification of Instructional Assistant - Classroom at Range: 18 Step: C
- Approval of Advanced Step Placement for new employee Marcia Melkonian in the classification of Elementary Library Coordinator at Range: 26 Step: ~~B~~ C
- Approval of Advanced Step Placement for new employee Resa Nikol in the classification of Instructional Assistant - Classroom at Range: 18 Step: D

- d. Approval of Advanced Step Placement for new employee Ghada Shibl in the classification of Instructional Assistant - Classroom at Range: 18 Step: B
- e. Approval of Advanced Step Placement for new employee Dysten Smith in the classification of Instructional Assistant – Physical Education at Range: 20 Step: C
- f. Approval of Advanced Step Placement for new employee Blake Waltke in the classification of Physical Activities Specialist at Range: 26 Step: D

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

**It was moved and seconded to approve the Advanced Step Placements collectively with the following amendment: the Personnel Commission Agenda Item III.A.1.b. – Advanced Step Placement for new employee, Ms. Marcia Melkonian, from step B to step C.**

2. Personnel Commission Annual Report FY 2012-2013

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

**Director Tietze informed the Personnel Commission about report enhancements including major accomplishments and goals. Statistical data are visually represented by graphs. The SWOT analysis covering strengths, weaknesses, opportunities, and threats were defined more clearly.**

**Director Tietze emphasized the department modernization and innovation process, including tracking systems, more effective data collection, and data analyses.**

**Director Tietze commended the Personnel Commission staff for their support during this transitional period. He expressed his enthusiasm about the direction the Personnel Commission department is heading. Director Tietze also conveyed his appreciation of the Personnel Commission meetings which consist of frank, transparent, and sometimes tough discussions that lead to deeper understanding and new insight.**

**Personnel Commissioners commended their staff for the comprehensiveness of this annual report.**

**It will be provided to the Board of Education for their approval as well as posted on the Personnel Commission website.**

**It was moved and seconded to approve the Personnel Commission Annual Report FY 2012-2013 as submitted with one technical correction.**

3. Classification Revisions:  
Recommendation: *Approve*

- a. It is recommended that the Personnel Commission approve the revision to Administrative Assistant classification specification

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

**Director Tietze noted that the revisions were minor. The compensation is slightly below market, but any formal recommendations for salary changes are being withheld until the end of the classification and compensation study.**

**Director Miller, the Personnel Analyst, provided a brief background to the revision process.**

**Commissioner Sidley suggested amending the job description to include the following verbiage: “proper usage of the English language including spelling and grammar” in the knowledge and abilities section of the classification specification.**

**It was moved and seconded to approve the job description revisions as amended.**

**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. Classification Revisions:

- a. Instructional Assistant – Special Education classification

**Director Tietze presented a brief background for the revisions of this classification specification including its position within the Special Education class family. He met with several subject matter experts including teachers, coordinators, the District nurse, and the director of Special Education to clearly define the differences between medical and behavior related assistance and to identify assignment types. The classification specification revisions include coding structure capturing duties either common for several of the Special Education classifications or being very specific for a specific classification. The knowledge and ability section has been expanded to cover a broad range of abilities.**

**Commissioner Sidley suggested including advanced life saving license under the licenses and other requirements.**

**This classification specification as well as Instructional Assistant – Developmental Health and Instructional Assistant – Specialized will be presented for approval at the next regular Personnel Commission meeting.**

**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. Personnel Requisitions Status Report
3. Classified Personnel – Merit Report - No. A.15 (for SMMUSD School Board Agenda)
  - October 17, 2013Classified Personnel – Merit Report – No. A.18
  - November 7, 2013
4. Classified Personnel – Non-Merit Report – No. A.16
  - October 17, 2013Classified Personnel – Merit Report – No. A.19
  - November 7, 2013
5. Personnel Commission’s Twelve-Month Calendar of Events
  - 2013 - 2014
6. Board of Education Meeting Schedule
  - 2013 – 2014

**Director Tietze informed the Personnel Commission that agenda item categories like Professional Experts and Working Out of Class appointments will be listed just in the Board of Education Merit and Non-Merit Reports, not as separate items.**

#### **IV. Personnel Commission Business:**

##### **A. Future Items**

<b>Subject</b>	<b>Action Steps</b>	<b>Tentative Date</b>
Classification Specification Revisions	Children’s Center Assistant Instructional Assistant–Classroom Instructional Assistant–Developmental Health Instructional Assistant–Specialized Sports Facility Attendant	December 2013
Merit Rules Revisions	First Reading of Changes to Merit Rules: Chapter XII: <i>Salaries, Overtime Pay, and Benefits</i>	January 2014
	Chapter XIV: <i>Disciplinary Action and Appeal</i>	February 2014
	Chapter XV: <i>Resignation and Reinstatement</i> Chapter XVI: <i>Grievance Procedure</i> Chapter I: <i>Preliminary Statement and Definition of Terms</i>	March 2014

**V. Next Regular Personnel Commission Meeting:**

Tuesday, December 10, 2013, 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:**

The Commission adjourned to closed session at 5:18 p.m. pursuant to Government Code Section 54957 to discuss:

**A. PUBLIC EMPLOYEE DISCIPLINE**

Employee #: RD2623521

The Commission reconvened into open session at 5:35 p.m. and reported on the following action taken in closed session:

**There was no action taken**

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

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

**TIME ADJOURNED: 5:36 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.

**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: Tuesday, December 10, 2013**

**AGENDA ITEM NO: I.J.**

SUBJECT: Personnel Commission Election of Officers

**BACKGROUND INFORMATION:**

Personnel Commission Rule § 2.1.5. – ELECTION OF OFFICERS, states:

- A. The officers of the Personnel Commission shall be designated as Chair and Vice Chair.
- B. At its first meeting in December of each year, the Personnel Commission shall elect one of its members to serve as Chair for the period of one year. A chair may serve more than one term.
- C. At the same time and in the same manner, the Personnel Commission shall elect one of its members to serve as Vice Chair.
- D. The Chair shall be presiding officer at all regular and special meetings of the Commission. In the event of the absence of the Chair, the Vice Chair shall preside.

**DIRECTOR'S RECOMMENDATION**

The Director of Classified Personnel recommends that the Personnel Commission elect its officers (Chair, Vice Chair) for the period from December 1, 2013 through November 30, 2014.

a. Nomination of Chair

Nomination: \_\_\_\_\_

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

b. Nomination of Vice-Chair

Nomination: \_\_\_\_\_

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

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## **II. Consent Calendar**



**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: December 10, 2013**

**AGENDA ITEM NO: II.B.1.a.**

SUBJECT: Advanced Step Placement – Angelica Gonzalez

**BACKGROUND INFORMATION:**

<b>Classification Title:</b> Administrative Assistant	<b>Employee:</b> Angelica Gonzalez	<b>Calculation of Advanced Step Recommendation</b>
<b><u>Education:</u></b> <ul style="list-style-type: none"> <li>Required: Equivalent to completion of high school.</li> <li>Desirable: Education, training or coursework in the use of word processing and spreadsheet applications programs and customer relations principles.</li> </ul>	<ul style="list-style-type: none"> <li>Angelica has a Bachelor's Degree in Spanish with a minor in Psychology from CSU Channel Islands.</li> </ul>	<b>2</b> levels of education above the required level = <b>1 Step Advance</b> (Max. allowed)
<b><u>Experience:</u></b> <ul style="list-style-type: none"> <li>Three (3) or more years of varied administrative, secretarial and clerical support experience.</li> </ul>	<ul style="list-style-type: none"> <li>Angelica meets the minimum requirements of experience for this position.</li> </ul>	<b>0</b> (2 year periods) more than the required amount of Experience = <b>0 Step Advance</b>
<b><u>Total Advanced Steps: 1 + 0 = Advanced Steps = STEP B</u></b>		

**DIRECTOR'S COMMENTS:**

Ms. Gonzalez's professional training and experience significantly exceed the minimum requirements specified for this classification. Pay rate at Step A is \$16.01/hour; Step B is \$16.81/hour. The net difference in pay is an increase of \$.80 per hour, \$138.00 per month, or \$1,656.00 per year.

**DIRECTOR'S RECOMMENDATION:**

It is recommended that the Personnel Commission approve Advanced Step Placement for Angelica Gonzalez at Range 29, Step B on the 2007-08 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							
Joseph Pertel							
Michael Sidley							

**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: December 10, 2013**

**AGENDA ITEM NO: II.B.1.b.**

SUBJECT: Advanced Step Placement – Nicole Homerin

**BACKGROUND INFORMATION:**

<b>Classification Title:</b> Instructional Assistant - Classroom	<b>Employee:</b> Nicole Homerin	<b>Calculation of Advanced Step Recommendation</b>
<b><u>Education:</u></b> <ul style="list-style-type: none"> <li>Any combination of education, training and/or experience that is likely to provide the required knowledge and abilities is qualifying.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Nicole has completed 60 semester units at Boston College and 36 quarter units at UCLA. She is working toward completing her Bachelor's Degree in Education and meets the minimum qualifications established for this position.</li> </ul>	<b>0</b> levels of education above the required level = <b>0 Step Advance</b>
<b><u>Experience:</u></b> <ul style="list-style-type: none"> <li>Six (6) months of paid or verifiable, supervised volunteer experience working with school age children in a classroom or organized setting.</li> </ul>	<ul style="list-style-type: none"> <li>Nicole has 18 months of camp counseling experience, six months of volunteer experience at The Perkins School for the Blind, one year of volunteer tutoring experience, and six months experience completing student teaching requirements for her teaching credential.</li> </ul>	<b>1</b> (2 year period) more than the required amount of Experience = <b>1 Step Advance</b>
<b><u>Total Advanced Steps: 0 + 1 = 1 Advanced Steps = STEP B</u></b>		

**DIRECTOR'S COMMENTS:**

Ms. Homerin's professional training and experience significantly exceed the minimum requirements specified for this classification. Pay rate at Step A is \$12.50/hour; Step B is \$12.86/hour. The net difference in pay is an increase of \$0.36 per hour, \$23.36 per month, or \$222.00 per year.

**DIRECTOR'S RECOMMENDATION:**

It is recommended that the Personnel Commission approve Advanced Step Placement for Nicole Homerin at Range 18, Step B on the 2007-08 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							
Joseph Pertel							
Michael Sidley							

# PERSONNEL COMMISSION

## SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

### Regular Meeting: December 10, 2013

**AGENDA ITEM NO: IL.B.1.c.**

SUBJECT: Advanced Step Placement – Cecilia Sanchez

**BACKGROUND INFORMATION:**

<b>Classification Title:</b> Instructional Assistant - Specialized	<b>Employee:</b> Cecilia Sanchez	<b>Calculation of Advanced Step Recommendation</b>
<b><u>Education:</u></b> Must have a high school diploma or its recognized equivalent and: <ul style="list-style-type: none"> <li>• Completed 48 semester units (72 quarter units) at an institution of higher learning; or</li> <li>• Obtained an Associate's (or higher) degree; or</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Cecilia has a Bachelor's Degree in Art Illustration.</li> </ul>	<b>1</b> level of education above the required level = <span style="border: 1px solid black; padding: 2px;">1 Step Advance</span>
<b><u>Experience:</u></b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>At least one (1) year experience working with students/adolescents with autism spectrum disorder is highly desirable.</p>	<ul style="list-style-type: none"> <li>• Cecilia has four years of experience working with special needs students, specifically mental and physical disabilities.</li> </ul>	<b>1</b> (2 year period) more than the required amount of Experience = <span style="border: 1px solid black; padding: 2px;">1 Step Advance</span>
<b><u>Total Advanced Steps: 1 + 1 = 2 Advanced Steps = STEP C</u></b>		

**DIRECTOR'S COMMENTS:**

Ms. Sanchez's professional training and experience significantly exceed the minimum requirements specified for this classification. Pay rate at Step A is \$14.89/hour; Step C is \$16.41/hour. The net difference in pay is an increase of \$1.52 per hour, \$198.00 per month, or \$1,980.00 per year.

**DIRECTOR'S RECOMMENDATION:**

It is recommended that the Personnel Commission approve Advanced Step Placement for Cecilia Sanchez at Range 26, Step C on the 2007-08 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							
Joseph Pertel							
Michael Sidley							

**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: December 10, 2013**

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

SUBJECT: Advanced Step Placement – Renee Yi

**BACKGROUND INFORMATION:**

<b>Classification Title:</b> Instructional Assistant - Specialized	<b>Employee:</b> Renee Yi	<b>Calculation of Advanced Step Recommendation</b>
<b><u>Education:</u></b> Must have a high school diploma or its recognized equivalent and: <ul style="list-style-type: none"> <li>Completed 48 semester units (72 quarter units) at an institution of higher learning; or</li> <li>Obtained an Associate's (or higher) degree; or</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Renee has a Bachelor's Degree in Education, and Master's Degree in Art's in Teaching.</li> </ul>	<b>2</b> level of education above the required level = <span style="border: 1px solid black; padding: 2px;">1 Step Advance</span> (Max. allowed)
<b><u>Experience:</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>At least one (1) year experience working with students/adolescents with autism spectrum disorder is highly desirable.</p>	<ul style="list-style-type: none"> <li>Renee has three years of experience working with special needs students, specifically autism.</li> </ul>	<b>1</b> (2 year period) more than the required amount of Experience = <span style="border: 1px solid black; padding: 2px;">1 Step Advance</span>
<b><u>Total Advanced Steps:</u> 1 + 1 = 2 Advanced Steps = <u>STEP C</u></b>		

**DIRECTOR'S COMMENTS:**

Ms. Yi's professional training and experience significantly exceed the minimum requirements specified for this classification. Pay rate at Step A is \$14.89/hour; Step C is \$16.41/hour. The net difference in pay is an increase of \$1.52 per hour, \$198.00 per month, or \$1,980.00 per year.

**DIRECTOR'S RECOMMENDATION:**

It is recommended that the Personnel Commission approve Advanced Step Placement for Renee Yi at Range 26, Step C on the 2007-08 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							
Joseph Pertel							
Michael Sidley							

#### **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 (1<sup>st</sup>) of each calendar month. When an anniversary date falls on or before the fifteenth (15<sup>th</sup>) of the month, the increment shall be figured on the first (1<sup>st</sup>) of the month. When the anniversary date falls after the fifteenth (15<sup>th</sup>) of the month, the increment shall be figured the first (1<sup>st</sup>) 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

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### **III. Action Items**

**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: Tuesday, December 10, 2013**

**AGENDA ITEM NO: III.A.1.a. and III.A.1.b.**

SUBJECT: Classification Specification Revisions – Children’s Center Assistant & Children’s Center Assistant – Preschool

**BACKGROUND INFORMATION:**

The U.S. Department of Health and Human Services changed the qualifications requirements for Head Start Teacher aides/assistants on September 30, 2013. The new qualifications for aides/assistants is as follows: have a child development associate (CDA) credential; be enrolled in a CDA credential program that will be completed within 2 years; or have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree. These changes only affect the Children’s Center Assistant – Preschool position. The Children’s Center Assistant position has been revised to reflect the preferred qualifications for the position. Further, the Director of Classified Personnel has identified the need to more clearly distinguish between supervision, work direction, and work evaluation and to whom those responsibilities are allotted to.

It currently cannot be determined if the changes to the minimum requirements warrant a change in the salaries. The Personnel Commission is currently withholding salary change recommendations until the 2013-2014 Comprehensive Salary Study has concluded in early 2014.

**RECOMMENDATION:**

It is recommended that the Personnel Commission approve the revisions to the Children’s Center Assistant - Preschool classification specification.

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



PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**CLASS TITLE: CHILDREN'S CENTER ASSISTANT**

Classified Employees Salary Schedule – 18

**BASIC FUNCTION:**

Under general supervision of a Child Development Services administrator or a site administrator (with input from the teacher(s) and Lead Teacher to whom the Children's Center Assistant is assigned), assists the teacher in providing care, supervision, planned recreational and other learning opportunities and activities for children in the Infant/Toddler Program and School Aged Program by providing learning activity support to individuals and small groups of children and students.

**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
Assists in protecting the health and safety of children by following health and safety rules, regulations, practices and procedures; by maintaining classroom rest and play areas in a safe, clean, neat and orderly manner; and, as necessary, by washing face and hands of children and helping to brush their teeth; washing and drying bedding used for nap and rest periods and by assisting in toileting children.	CCA-1
Observes children and assists in the supervision and modeling of appropriate behavior through positive reinforcement techniques.	CCA-2
Assists in supervising rest, nap, nutrition, meal and play times either in the classroom, on the playground or on field trips.	CCA-3
Prepares and serves snacks and other meals as necessary and cleans up tables, counters and preparation areas following each meal.	CCA-4
Assists in the preparing of materials and aids for instructional and other learning activities, such as, dependent upon assignment, arts and crafts or homework review.	CCA-5
Performs clerical support duties, such as preparing, typing and copying instructional materials; maintaining files and records as necessary; and distributing, collecting and storing paper, supplies, materials, toys and play and recreation equipment.	CCA-6
Provides support to the teacher by setting up and breaking down work, play and rest areas and displays and bulletin boards; operating audio-visual equipment; and maintaining cassettes, tapes, etc.	CCA-7
Provides information to parents and visitors regarding Program activities and contacts parents as needed to obtain information concerning children and Program requirements as directed by the teacher.	CCA-8
Participates in staff meetings and in-service training programs as assigned.	CCA-9
Records student progress/abilities.	CCA-10
Performs related duties as assigned.	

## SUPERVISION MATRIX:

<b>Supervision:</b>	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Child Development Services Administrator or Site Administrator
Given to:	None
<b>Work Direction:</b>	<i>Providing specific instruction and expectations on how to complete daily activities</i>
Received from:	Teacher(s) or Lead Teacher
Given to:	None
<b>Work Evaluation:</b>	<i>Assessing the performance outcomes based on work direction and supervision expectations</i>
Received from:	Child Development Services Administrator or Site Administrator with input from Teacher(s) or Lead Teacher
Given to:	None

## KNOWLEDGE AND ABILITIES

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### *KNOWLEDGE OF:*

- Basic needs, characteristics and behavior of preschool and school aged children
- Routine record keeping methods
- Responsive care giving strategies

### *ABILITY TO:*

- Demonstrate awareness and sensitivity toward children and their individual differences in terms of abilities, cultures and languages
- Establish rapport with and gain the confidence of children and students
- Read, write and communicate effectively for the needs of the Program to which assigned
- Learn health and safety rules and regulations, practices and procedures; recognize and report safety hazards and respond accordingly
- Learn growth and development patterns of children
- Develop a working knowledge of subject areas that are part of the instructional and learning activities of the Program to which assigned
- Operate or learn to operate appropriate learning media and materials
- Understand and carry out oral and written directions
- Maintain confidentiality of matters related to children, students and parents
- Establish and maintain cooperative working relationships with those contacted during the normal course of work and work collaboratively as a child development center team member

## MINIMUM QUALIFICATIONS

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Any combination of education and experience providing the required knowledge and abilities would meet the qualifying criteria set forth below.

### *EDUCATION:*

Graduation from high school or evidence of equivalent educational proficiency  
A high school diploma or its recognized equivalent.

***Positions in this classification do not participate in providing K-12 curriculum-based instructional assistance and are therefore exempted from the No Child Left Behind Act requirements.***

### *EXPERIENCE:*

**None**

*LICENSES AND OTHER REQUIREMENTS:*

None

**Special Information:**

None.

**PREFERRED QUALIFICATIONS**

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*EDUCATION:*

Associate's degree

*EXPERIENCE:*

Six (6) months paid or verifiable, supervised volunteer experience that has provided first -hand knowledge of the needs of children in the program to which assigned is highly desirable.

*LICENSES AND OTHER REQUIREMENTS:*

Completed units in Early Childhood Education (ECE).

**WORKING CONDITIONS:**

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*PHYSICAL ABILITIES:*

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

DUTIES APPROVED  
BOARD OF EDUCATION:  
September, 1977

CLASSIFICATION APPROVED  
PERSONNEL COMMISSION:  
September, 1977  
Revision June 13, 1994  
Revision May 16, 2006

PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**CLASS TITLE: CHILDREN'S CENTER ASSISTANT – Preschool**

Classified Employees Salary Schedule – 18

**BASIC FUNCTION:**

Under general supervision of a permitted teacher and a Lead Teacher or Child Development Services' administrator, assists the teacher in providing care, supervision, instructional, planned recreational and other learning opportunities and activities for children in the Preschool Program by providing instructional and learning activity support to individuals and small groups of children and students.

**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
Works with children in the Preschool Program (ages 2.9 years to 5 years) in small groups and/or on an individual basis in a structured learning environment to reinforce and follow up on instructional and other learning activities and with specific tasks to stimulate the individual child's cognitive, creative, emotional and social skills and capabilities.	CCAP-1
Assists in protecting the health and safety of children by following health and safety rules, regulations, practices and procedures; by maintaining classroom rest and play areas in a safe, clean, neat and orderly manner; and, as necessary, by washing face and hands of children and helping to brush their teeth; washing and drying bedding used for nap and rest periods and by assisting in toileting children.	CCAP-2
Observes children and assists in the supervision and modeling of appropriate behavior through positive reinforcement techniques.	CCAP-3
Assists in supervising rest, nap, nutrition, meal and play times either in the classroom, on the playground or on field trips.	CCAP-4
Prepares and serves snacks and other meals as necessary and cleans up tables, counters and preparation areas following each meal.	CCAP-5
Assists in the preparing of materials and aids for instructional and other learning activities, such as, dependent upon assignment, arts and crafts or homework review.	CCAP-6
Performs clerical support duties, such as preparing, typing and copying instructional materials; maintaining files and records as necessary; and distributing, collecting and storing paper, supplies, materials, toys and play and recreation equipment.	CCAP-7
Performs clerical support duties, such as preparing, typing and copying instructional materials; maintaining files and records as necessary; and distributing, collecting and storing paper, supplies, materials, toys and play and recreation equipment.	CCAP-8
Provides support to the teacher by setting up and breaking down work, play and rest areas and displays and bulletin boards; operating audio-visual equipment; and maintaining cassettes, tapes, etc.	CCAP-9
Provides information to parents and visitors regarding Program activities and contacts parents as needed to obtain information concerning children and Program requirements as directed by the teacher.	CCAP-10
Participates in staff meetings and in-service training programs as assigned.	CCAP-11

Records student progress/abilities.	CCAP-12
Performs related duties as assigned.	CCAP-13

## **SUPERVISION MATRIX:**

<b>Supervision:</b>	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Child Development Services Administrator or Site Administrator
Given to:	None
<b>Work Direction:</b>	<i>Providing specific instruction and expectations on how to complete daily activities</i>
Received from:	Teacher(s) or Lead Teacher
Given to:	None
<b>Work Evaluation:</b>	<i>Assessing the performance outcomes based on work direction and supervision expectations</i>
Received from:	Child Development Services Administrator or Site Administrator with input from Teacher(s) or Lead Teacher
Given to:	None

## **KNOWLEDGE AND ABILITIES**

### *KNOWLEDGE OF:*

- Basic needs, characteristics and behavior of preschool and school aged children.
- Routine record keeping methods.
- Responsive care giving strategies.

### *ABILITY TO:*

- Demonstrate awareness and sensitivity toward children and their individual differences in terms of abilities, cultures and languages
- Establish rapport with and gain the confidence of children and students.
- Read, write and communicate effectively for the needs of the Program to which assigned.
- Learn health and safety rules and regulations, practices and procedures; recognize and report safety hazards and respond accordingly.
- Learn growth and development patterns of children.
- Develop a working knowledge of subject areas that are part of the instructional and learning activities of the Program to which assigned.
- Operate or learn to operate appropriate learning media and materials.
- Understand and carry out oral and written directions.
- Maintain confidentiality of matters related to children, students and parents.
- Establish and maintain cooperative working relationships with those contacted during the normal course of work and work collaboratively as a child development center team member.

## **MINIMUM QUALIFICATIONS**

### *EDUCATION:*

Associate or bachelor degree; or

Enrollment in a program leading to an associate or bachelor degree; or

Enrollment in a CDA credential program that will be completed within 2 years

**EXPERIENCE:**

None

**LICENSES AND OTHER REQUIREMENTS:**

Child Development Associate Teacher Permit; or  
Child Development Associate Credential

**EMPLOYMENT STANDARDS**

Any combination of education and experience providing the required knowledge and abilities would meet the qualifying criteria set forth below.

**Education:**

A high school diploma or its recognized equivalent; **and**

Tier I: Must have at least 12 units in Early Childhood Education (ECE).

Tier II: Must hold/qualify for a Child Development Associate Teacher Permit.

Tier III: Must hold/qualify for a Child Development Teacher Permit.

**PREFERRED QUALIFICATIONS**

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**EXPERIENCE:**

Six (6) months paid or verifiable, supervised volunteer experience that has provided first -hand knowledge of the needs of children in the program to which assigned

***Positions in this classification do not participate in providing K-12 curriculum-based instructional assistance and are therefore exempted from the No Child Left Behind Act requirements.***

**WORKING CONDITIONS:**

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

DUTIES APPROVED  
BOARD OF EDUCATION:  
April 6, 2006

CLASSIFICATION APPROVED  
PERSONNEL COMMISSION:  
May 16, 2006

**PERSONNEL COMMISSION**  
**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**Regular Meeting: Tuesday, December 10, 2013**

**AGENDA ITEM NO: III.A.1.c., III.A.1.d. and III.A.1.e**

**SUBJECT:** Classification Specification Revisions to the Instructional Assistant – Special Education (IA-SE), Instructional Assistant - Developmental Health (IA-DH), and Instructional Assistant Specialized (IA-SP)

**BACKGROUND INFORMATION:**

Discussion regarding revisions to the Special Education Department instructional assistant classifications has taken place over the previous several years. Feedback has been gathered from department administrators, incumbents in the positions, teachers, the District Nurse, and other information resources in order to provide a clear perspective on appropriate enhancements. More recently, staff has aimed to build on the previous research and begin establishing expectations for an enhanced structure that will provide clear expectations, flexibility, and equity among the assistants in Special Education.

The current three level structure for assistants in special education includes an IA-SE, an IA-Developmental Health (IA-DH), and an IA-Specialized (IA-SP), with the latter two focusing on more specialized medical or behavioral student needs, respectively. The most widely used assistant position is the IA-SE, with approximately 120-130 permanent incumbents in the District. This position was and will remain the foundational position from which the more specialized IA-DH and IA-SP build from. The prototype for the revised IA-SE job description is attached to provide a preview of what enhancements have been identified and the vision for what the position should be to meet the needs of the District.

The IA-SE job description reflects core enhancements in the following sections:

- Job Titles – Now reflect more professionally consistent and industry standardized titles of Paraeducator-1 (former IA-SE), Paraeducator-2 (former IA-DH), and Paraeducator-3 (former IA-SP).
- Assignment Types – Distinguishes between various potential assignments, including unique qualifications, and compensation explanation for various stipends and pay differentials
- Distinguishing Characteristics – Provides clear simple bullets on what differs between the three assistant levels
- Area of Support Matrix – Demonstrates which of the three assistant positions is responsible for specific student needs across the four main areas of support for special education students, including Medical, Behavioral, Inclusion, and Instruction. Provides a visual aide to explain how the assistant position's responsibilities overlap.
- Coded Representative Duties – Establishes standardized duty statements that will maintain the same code in the higher specialized positions to clearly differentiate the duties across the different levels of performance and responsibility
- Supervision Matrix – Separates and clarifies supervision, work direction, and evaluation to provide managers and staff with clear expectations.

- Expanded Knowledge and Abilities – Explains more specifically and comprehensively the actual abilities that will be necessary for successful work performance

Please find attached the proposed revised classification specifications followed by each of their current unrevised versions, respectively, for comparison purposes.

**RECOMMENDATION:**

It is recommended that the Personnel Commission approve the suggested revisions to the Instructional Assistant – Special Education (IA-SE), Instructional Assistant - Developmental Health (IA-DH), and Instructional Assistant Specialized (IA-SP).

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



PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**CLASS TITLE: PARAEDUCATOR-1**

Classified Employees Salary Schedule – Range 20

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

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

**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

<b>Task Statement</b>	<b>Code</b>
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

<b>Task Statement</b>	<b>Code</b>
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:**

<b>Supervision:</b>	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
<b>Work Direction:</b>	<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
<b>Work Evaluation:</b>	<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 cell phone and other personal electronic devices when working
- 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**

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### *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 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 30 days of start date and must maintain active certification while working in this classification. Training will be provided by designated District staff.

## **PREFERRED QUALIFICATIONS**

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### *EXPERIENCE:*

Six (6) months experience working with students in a learning environment

## **WORKING CONDITIONS:**

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### *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 July, 2013

PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

Classified Employees Salary Schedule – Range 20

**Job Summary**

Under the general supervision of an administrator, the Instructional Assistant-Special Education will provide assistance in Special Day Class Mild/Moderate (SDC M/M), Resource Specialist or instructing students individually and/or in groups according to state standards, classroom objectives and the individualized education program (IEP).

**Representative Duties**

1. Works with students with special needs in all educational settings individually and/or in groups to provide instructional support [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).
2. Assists in the preparation, accommodation, modification, and implementation of lesson plans/instructional materials as directed by the teacher.
3. Assists in the implementation of classroom management plans.
4. Assists in monitoring the safety of students in various educational settings.
5. Communicates student progress to designated service providers.
6. Helps students with personal hygiene, self-reliance, and academic/behavioral approach.
7. Assists students in using computer applications and related assistive technology.
8. Assists students to and from school bus and/or other transportation and with transitions within the school schedule.
9. Attends trainings, workshops, and staff development meetings as required.
10. Completes reports and records, such as accident and incident reports.
11. Performs related duties as assigned.

**Supervision**

Supervision is received from an administrator. Technical and functional direction is received from teacher. No supervision of other staff is exercised.

**Job Related Qualifications**

**Knowledge of:**

- Basic instructional techniques and methods
- State standards specific to grade level(s) assigned
- Establish rapport with and gain confidence of students with special needs.
- Basic mathematical skills.
- Oral and written communication skills; correct English usage, vocabulary, spelling, punctuation, and grammar.
- Basic computer applications (e.g., data entry)
- Personal hygiene practices; health and safety regulations



**Ability to:**

- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages.
- Assist in the instruction of state standards, classroom management and behavior support plans.
- Use basic computer applications and assistive technology.
- Interact successfully with students, parents, instructional personnel, and community agency representatives.
- 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.
- Oral and written communication skills; correct English usage, grammar, spelling, punctuation and vocabulary.

**EMPLOYMENT STANDARDS**

Any combination of education and experience providing the required knowledge and abilities would meet the qualifying criteria set forth below.

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

**Licenses and Other Requirements:**

None.

**Special Information:**

None.

**Working Conditions (Environment):**

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

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

PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**CLASS TITLE: PARAEDUCATOR-2**

Classified Employees Salary Schedule – Range 23

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

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

**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

<b>Task Statement</b>	<b>Code</b>
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.	PII-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.	PII-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.	PII-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.	PII-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.	PII-5
Helps provide assistance for the students with <u>personal hygiene/grooming</u> ; monitor individual bathroom routines; change diapers and/or clothing as needed.	PII-6
Assists designated instructional service providers (i.e. Physical Therapist) with <u>physical development activities</u> when applicable.	PII-7
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

Task Statement	Code
<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
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 related duties as assigned.	PI-16

### SUPERVISION MATRIX:

<b>Supervision:</b>	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
<b>Work Direction:</b>	<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
<b>Work Evaluation:</b>	<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:

#### 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

### SKILLS & ABILITIES:

#### Paraeducator-1 & Paraeducator-2 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 cell phone and other personal electronic devices when working
- 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 Skills & Abilities

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

### **MINIMUM QUALIFICATIONS**

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#### *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 with individuals with special needs

#### *LICENSES AND OTHER REQUIREMENTS:*

Some positions may require CPR and First Aid certification. Training will be provided by designated District staff

### **PREFERRED QUALIFICATIONS**

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#### *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:**

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#### *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 July, 2013

**CLASS TITLE: INSTRUCTIONAL ASSISTANT-DEVELOPMENTAL HEALTH**

Classified Employee's Salary Schedule: A-23

**BASIC FUNCTION:**

Under the general supervision of an administrator, the Instructional Assistant-Developmental Health will provide assistance with implementation of instructional programs for students with significant disabilities; will provide assistance in meeting special health care needs which may include feeding, toileting, diapering, and/or personal hygiene, positioning students in wheelchairs and other orthopedic equipment, and monitoring physical health conditions of students who are medically fragile, in accordance with established procedures.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

- Assists with specialized physical health care services, 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.
- Assists teachers 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.
- Assists students to and from transportation (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.
- Assists the teacher in maintaining health/ safety of severely and multiple handicapped students by being aware of the environment and the potential hazards of each child's actions; assist the teacher according to established guidelines and procedures.
- Serves/prepares meals 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.
- Helps provide assistance for the students with personal hygiene/grooming; monitor individual bathroom routines; change diapers and/or clothing as needed.
- Assists designated instructional service providers with physical development activities when applicable.
- Administers medication, first aid and/or CPR in accordance with established health plan.
- Performs routine sanitation duties to ensure a clean/sterile environment (e.g., clean dishes, tables, toys, therapy equipment).
- Assists students in using computer applications and related assistive technology.
- Attends trainings, workshops, and staff development meetings as required.
- Assists teachers with implementation of student's Individualized Education Program (IEP).
- Completes reports and records, such as accident and incident reports.

**OTHER DUTIES:**

- Performs related duties as assigned.

**SUPERVISION:**

Supervision is received from a site administrator. Technical and functional direction is received from teacher and District health personnel. No supervision of other staff is exercised.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Basic child development as it relates to students with significant disabilities.
- Special needs of students with severe and multiple health/medical problems.
- Basic strategies and techniques of assisting in the instruction of students who are medically fragile.
- Oral and written communication skills; correct English usage, grammar, spelling, punctuation, and vocabulary.
- Basic mathematical skills.
- Basic computer applications/assistive technology.
- Personal hygiene practices; health and safety regulations (including first Aid and CPR procedures).

**ABILITY TO:**

- Assist teacher in responding to student health emergencies.
- Assist in bathroom routines and feeding.
- Prepare instructional materials and maintain records as directed by teacher.
- Use basic computer applications and assistive technology.
- Assist in lifting students and equipment.
- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages.
- 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.

**EDUCATION AND EXPERIENCE:**

Any combination of:

**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 with individuals with special needs.

At least one (1) year of experience working with students with health/orthopedic impairments is highly desirable.

**LICENSES AND OTHER REQUIREMENTS:**

Valid First Aid and CPR Certificate issued by an authorized agency. Some positions in this classification may be required to utilize a designated second language.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Diversified special education classroom environment including students with significant disabilities; subject to changing diapers and bathroom routines.

**PHYSICAL DEMANDS:**

May require sitting, stooping, crouching, standing, and walking to work with assigned students. Must have hand and finger dexterity to operate specialized equipment and instructional equipment, and lifting heavy students.

**DUTIES APPROVED  
BOARD OF EDUCATION:**

Approved 2005

**CLASSIFICATION APPROVED  
PERSONNEL COMMISSION:**

June 14, 2005

Revised February 21, 2006

Revised September 19, 2006

Revised September 2, 2008

Title/Revision change from Instructional Assistant-  
Health, March 10, 2009

Title/Revision change from **Developmental/Health  
Instructional Assistant**, June 12, 2012

PERSONNEL COMMISSION  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**CLASS TITLE: PARAEDUCATOR-3**

Classified Employees Salary Schedule – Range 26

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

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

**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

<b>Task Statement</b>	<b>Code</b>
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
<u>Provides information to assist 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
Provides <u>input to instructional personnel</u> for 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
<u>Tutors students</u> 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
Provides assistance for the <u>scheduling of activities</u> .	PIII-14
<u>Attends trainings</u> , workshops, and staff development meetings as required.	PIII-15

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.	PI-16

#### SUPERVISION MATRIX:

<b>Supervision:</b>	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Administrator
Given to:	None
<b>Work Direction:</b>	<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



<b>Work Evaluation:</b>	<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:**

#### 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.

### **SKILLS & ABILITIES:**

#### Paraeducator-1 & Paraeducator-3 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 cell phone and other personal electronic devices when working
- 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 Skills & 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**

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### *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:*

Some positions may require CPR and First Aid certification. Training will be provided by designated District staff

## **PREFERRED QUALIFICATIONS**

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### *EXPERIENCE:*

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

### **WORKING CONDITIONS:**

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#### *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 July, 2013

**CLASS TITLE: INSTRUCTIONAL ASSISTANT-SPECIALIZED**

Classified Employees Salary Schedule – Range 26

**BASIC FUNCTION:**

Under the general supervision of the Behavior Intervention Specialist, the Instructional Assistant-Specialized will provide intensive behavior intervention services and support for students with exceptional needs as specified on the student's Individualized Educational Program (IEP). Services and support will be provided at the school.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

- Provides intensive behavior intervention 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.
- Provides information to assist instructional personnel 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.
- Follows implementation plan for intensive behavioral intervention services.
- Records student progress including, but not limited to, data collection in a manner designated by the Behavior Intervention Specialist (BIS).
- Provides input to instructional personnel for the purpose of behavior intervention, including but not limited to, strategies and learning materials for behavior modification plans.
- Provides assistance for the instruction of students on an individual or groups basis to reinforce academics and/or behavioral skills.
- Assists in monitoring the safety of students in various educational settings.
- Tutors students individually or in small groups to reinforce learning, in accordance with the Individualized Education Program (IEP).
- Provides assistance for the scheduling of activities.
- Provides assistance for the preparation of charts, records, graphs, or other displays of student performance data.
- Helps provide assistance for the students with personal hygiene, self-reliance, and behavior modification.
- Provide assistance for the students in proper usage of computer applications and related assistive technology.
- Attends trainings, workshops, and staff development meetings as required.
- Guide children with severe handicaps toward more acceptable social behaviors.
- Assist in managing behavior of children through use of a variety of reinforcement techniques.

**OTHER DUTIES**

- Performs related duties as assigned.

**SUPERVISION:**

The Behavior Intervention Specialist provides the supervision with input from designated school personnel. No supervision of other staff is exercised.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Basic characteristics of human behavior and practical learning patterns.
- 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.
- Oral and written communication skills; correct English usage, grammar, spelling, punctuation and vocabulary.
- Basic computer applications and other assistive technology (e.g., assists with creating graphs/typing reports).
- Data collection/summarization and progress report preparation techniques.
- Personal hygiene practices; health and safety regulations.

**ABILITY TO:**

- 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.
- Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages.
- 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.
- Use computer applications and other assistive technology.

**EDUCATION AND EXPERIENCE:**

Any combination of:

**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.

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

**LICENSES AND OTHER REQUIREMENTS:**

Must maintain a valid California driver's license and be insurable by the District's carrier and must have the use of a personal vehicle and telephone.

Incumbents in the classification may be assigned any duties normally assigned from the class specification for Instructional Assistant-Special Education.

**WORKING CONDITIONS:****ENVIRONMENT:**

Works in a classroom environment with students with exceptional needs exhibiting severe behavioral problems, including physical and emotional outbursts toward self/others such as kicking, spitting, scratching and biting. May require protection of physical safety at school/home with behavior modification techniques.

**PHYSICAL DEMANDS:**

May require sitting, stooping, crouching, standing, and walking to work with assigned students. Must have hand and finger dexterity to operate office equipment, learning aids and instructional materials.

May require driving to various district sites and/or to designated students' home. May occasionally lift or move a student weighing up to fifty (50) pounds.

**DUTIES APPROVED  
BOARD OF EDUCATION:**

Approved 2005

**CLASSIFICATION APPROVED  
PERSONNEL COMMISSION:**

June 14, 2005

Revised February 21, 2006

Revised September 2, 2008

Title/Revision change from Instructional Assistant-  
Intensive Behavioral Intervention March 10, 2009

Title/Revision change from **Specialized Instructional  
Assistant**, June 12, 2012

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### **III. Discussion Items**



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### **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
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
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
<b>2013-2014</b>														
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	IA-Specialized	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	IA-Specialized	10	6	26	C	\$2,581	\$14.89	\$2,845	\$16.41	19,358	21,338	\$1.52	\$198.00	\$1,980
<b>TOTAL</b>														<b>\$54,792</b>

## Personnel Requisition Detailed Report – 12/10/13 PC Meeting

OPEN REQUISITION ACTIVITY COMPARISON BY MONTH – (At time of Agenda distribution)															
PC Meeting Date	10/9/12	11/13/12	12/11/12	1/8/13	2/12/13	3/12/13	4/9/13	5/14/13	6/4/13	7/2/13	8/13/13	9/10/13	10/8/13	11/12/13	12/10/13
<b>Top 3 Ranks Available:</b> <i>Able to select from eligibility list</i>	4	8	6	3	6	5	10	6	10	8	8	14	6	1	5
<b>Top 3 Ranks Not Available:</b> <i>Recruitment necessary</i>	7	8	12	10	9	8	8	5	6	9	7	14	18	9	6
<b>TOTAL</b>	11	16	18	13	15	13	18	11	16	17	15	28	24	10	11

OPEN REQUISITIONS – (At time of Agenda distribution)																	
Req ID	Position	Dept/Site	New or Replacing Who?	Were there 3 Ranks at Time of Request?	Date Rec'd by PC	Transfer Bulletin Close Date	New Posting Open Date	New Posting Close Date	# of Days Posted	# of Applicants	# Disqualified	# Failed Written Test	# Interviewed	# on Eligibility List	Elig List Begin Date	# of Days to establish list from date rec'd	NOTES
12-103	Certified Occupational Therapist Assistant	Special Education	Kari Isackson	NO	9/8/11	9/14/11	Continuous			34	33	IN PROGRESS					Advertising expenses approved by Special Education for new strategy
14-043	Instructional Assistant – Special Education	Pt. Dume	Nicholas Griego	YES	09/12/13	9/19/13	8/30/13	9/16/13	17	44	11	21	6	6	8/2/13	-	Recruitment in IN PROGRESS to generate more candidates
14-047	Instructional Assistant – Music	SAMOH	Julia Barnett	YES	9/30/13	10/07/13	10/15/13	10/25/13	11	37	7	2	-	-	11/12/13	43	IN PROGRESS
14-048	Instructional Assistant - Special Education	SAMOH	Sabrina Smith	YES	9/30/13	10/07/13	10/15/13	10/25/13	11	37	7	2	-	-	-	-	Pending Final Selection Interview by Hiring Manager
14-054	Instructional Assistant-Classroom	McKinley	Tashia Buccioni	NO	10/11/13	10/20/13	10/14/13	10/25/13	12	73	16	16	-	-	-	-	IN PROGRESS

OPEN REQUISTIONS – (At time of Agenda distribution)

[illegible]

## FILLED REQUISTIONS – (Within previous 2 months)

Req ID	Position	Dept/Site	New or Replacing Who?	Were there 3 Ranks at Time of Request?	Date Rec'd by PC	Transfer Bulletin Close Date	New Posting Open Date	New Posting Close Date	# of Days Posted	# of Applicants	# Disqualified	# Failed Written Test	# Interviewed	# on Eligibility List	Elig List Begin Date	# of Days to establish list from date rec'd	NOTES
13-121	Instructional Assistant-Classroom	McKinley	Deborah Moore	NO	6/5/13	6/13/13	7/26/13	8/8/13	13	64	10	14	18	6	8/29/13	86	Filled from Eligibility List
14-003	Instructional Assistant – Physical Education	Edison	NEW	NO	7/12/13	7/18/13	7/17/13	8/6/13	21	51	20	18	10	6	9/20/13	71	Filled from Eligibility List
14-009	Physical Activities Specialist	John Muir	Reggie St. Claire	NO	3/14/13	3/20/13	7/12/13	8/2/13	21	106	59	13	11	4	7/25/13	134	Filled from Eligibility List
14-016	Campus Security Officer	JAMS	Chancy Jones	NO	8/13/13	8/19/13	9/18/13	10/4/13	17	69	48	-	16	15	10/11/13	60	Filled from Eligibility List
14-019	Sports Facility Attendant	Business Services	NEW	YES	8/16/13	8/28/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-020	Sports Facility Attendant	Business Services	NEW	YES	8/16/13	8/28/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-021	Health Office Specialist	Student Services	Rosa Santos	NO	8/23/13	9/1/13	8/28/13	9/4/13	20	41	32	-	10	6	11/1/13	-	Filled from Eligibility List
14-024	Accountant	Child Development Services	Huy Phan	YES	8/27/13	9/2/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-025	Instructional Assistant – Classroom	John Muir	Susan Kim	NO	8/27/13	9/2/13	7/26/13	8/8/13	13	64	10	14	18	6	10/4/13	39	Filled from Eligibility List
14-026	Instructional Assistant – Classroom	Pt. Dume	Megan Curran	NO	8/27/13	9/2/13	7/26/13	8/8/13	13	64	10	14	18	6	10/4/13	39	Filled by re-employment list
14-027	Instructional Assistant – Special Education	Franklin	Kirin Malik	YES	8/23/13	9/2/13	-	-	-	-	-	-	-	-	-	-	Filled by transfer
14-029	Instructional Assistant – Classroom	Will Rogers	Chandi Gaur	NO	8/27/13	9/2/13	7/26/13	8/8/13	13	64	10	14	18	6	10/4/13	39	Filled by voluntary demotion
14-035	Instructional Assistant – Specialized	Special Education	NEW	YES	8/28/13	9/5/13	8/31/13	9/16/13	10	44	11	21	-	-	11/29/13	-	Filled from Eligibility List

## FILLED REQUISTIONS – (Within previous 2 months)

Req ID	Position	Dept/Site	New or Replacing Who?	Were there 3 Ranks at Time of Request?	Date Rec'd by PC	Transfer Bulletin Close Date	New Posting Open Date	New Posting Close Date	# of Days Posted	# of Applicants	# Disqualified	# Failed Written Test	# Interviewed	# on Eligibility List	Elig List Begin Date	# of Days to establish list from date rec'd	NOTES
14-036	Instructional Assistant – Specialized	Special Education	NEW	YES	8/28/13	9/5/13	8/31/13	9/16/13	10	44	11	21	-	-	11/29/13	-	Filled from Eligibility List
14-038	Instructional Assistant - Specialized	Special Education	NEW	YES	9/9/13	9/18/13	8/30/13	9/16/13	17	44	11	21	-	-	11/29/13	-	Filled from Eligibility List
14-040	Instructional Assistant – Developmental Health	Special Education	Gladys Souza	YES	9/12/13	9/18/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-042	Occupational Therapist	Special Education	Jennifer Morgan	NO	9/09/13	9/18/13	8/28/13	10/09/13	42	7	1	-	-	-	11/01/13	52	Filled from Eligibility List
14-044	Administrative Assistant	SAMOH	Mary Eikenbary	YES	9/17/13	09/24/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-045	Instructional Assistant – Classroom	Will Rogers	NEW	NO	9/17/13	9/24/13	8/30/13	9/16/13	18	67	13	39	10	5	10/04/13	18	Filled from Eligibility List
14-046	Administrative Assistant	Special Education	NEW	YES	9/23/13	9/30/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-049	Instructional Assistant - Specialized	Special Education	Eliza Krause	NO	9/30/13	10/07/13	10/15/13	10/25/13	11	44	11	21	-	-	-	-	Filled from Eligibility List
14-050	Children's Center Assistant	Child Development Services	Lynn Sturgis	NO	8/16/13	10/13/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-051	Custodian	M & O	Tyrone Lockett	NO	10/1/13	10/13/13	10/2/13	10/10/13	8	62	8	16	-	15	11/15/13	45	Filled from Transfer List
14-053	Senior Office Specialist	Business Services	NEW	YES	10/01/13	10/13/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List
14-059	Instructional Assistant – Special Education	Grant	NEW	YES	10/18/13	N/A	-	-	-	-	-	-	-	-	-	-	Filled by employee with position rights
14-061	Instructional Assistant – Special Education	Special Education	NEW	YES	11/5/13	11/13/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List



## FILLED REQUISTIONS – (Within previous 2 months)

Req ID	Position	Dept/Site	New or Replacing Who?	Were there 3 Ranks at Time of Request?	Date Rec'd by PC	Transfer Bulletin Close Date	New Posting Open Date	New Posting Close Date	# of Days Posted	# of Applicants	# Disqualified	# Failed Written Test	# Interviewed	# on Eligibility List	Elig List Begin Date	# of Days to establish list from date rec'd	NOTES
14-065	Custodian	McKinley	Philip Ramirez	NO	11/20/13	11/26/13	10/2/13	10/10/13	8	62	8	16	-	15	11/15/13	45	Filled from Eligibility List
14-068	Instructional Assistant – Developmental Health	Special Education	Ana Hall	YES	11/21/13	11/28/13	-	-	-	-	-	-	-	-	-	-	Filled from Eligibility List

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

ACTION/CONSENT  
 11/21/13

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>
Burkett, Deena Facility Permits	Senior Office Specialist 4 Hrs/12 Mo/Range: 25 Step: A	10/14/13
Gonzalez, Angelica Santa Monica HS	Administrative Assistant 8 Hrs/12 Mo/Range: 29 Step: A	10/28/13
Lockett, Tyrone Operations	Custodian 4 Hrs/12 Mo/Range: 22 Step: A	10/28/13
Sheppard, Billy Facility Permits	Sports Facility Attendant 5 Hrs/12 Mo/Range: 22 Step: A	10/10/13

<u>PROMOTION</u>		<u>EFFECTIVE DATE</u>
McCarthy, Kimiko Santa Monica HS	Inst Asst – Developmental Health 6.5 Hrs/SY/Range: 23 Step: B Fr: Children's Center Asst: 3.5 Hrs/SY	10/24/13

<u>RE-EMPLOYMENT</u>		<u>EFFECTIVE DATE</u>
Flores, Albert Pt. Dume ES	Inst Asst - Classroom 5 Hrs/SY/Range: 18 Step: E	10/21/13

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Aldana, Monica Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Ayala, Magdalena Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Bono, Marla Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Hernandez, Yolanda Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Hobkirk, Christina Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Marquez, Lily Muir ES	Bilingual Community Liaison [additional hours; parent workshop interpreting]	10/15/13
Mendoza, Dina Santa Monica HS	Senior Office Specialist [overtime; football games ticket sales]	10/10/13-6/10/14

Monroy, Rosa Santa Monica HS - ROP	Office Specialist [additional hours; clerical assistance]	8/18/13-6/30/14
Ortiz, Patricia Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Strahn, Yvonne Santa Monica HS - ROP	Senior Office Specialist [overtime; ROP projects]	9/1/13-6/30/14
Thompson, Raquel Health Services	Health Office Specialist [additional hours; clerical assistance]	8/22/13-6/10/13
Torres, Victor Santa Monica HS	Inst Asst – Special Ed [additional hours, bus ride supervision]	6/14/13-6/10/14
Uliantzeff, Elena Muir ES	Bilingual Community Liaison [additional hours; translation]	10/8/13-11/23/13

#### **SUBSTITUTES**

Moore, Tenisha Rogers ES	Inst Asst – Classroom	<b><u>EFFECTIVE DATE</u></b> 10/7/13-12/31/13
Rocha, Patricia Child Develop Svcs	Children's Center Asst	10/21/13-6/30/14

#### **VOLUNTARY TRANSFER**

Santino, Susan Muir ES	Inst Asst – Classroom 3 Hrs/SY Fr: 3 Hrs/SY/Grant ES	10/28/13
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#### **VOLUNTARY TRANSFER IN LIEU OF LAYOFF**

Kinsey, Nancy Santa Monica HS	Inst Asst – Special Ed 6 Hrs/SY Fr: 6 Hrs/SY/Roosevelt ES	10/22/13
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#### **VOLUNTARY DEMOTION**

Mesrobian, Krikor Rogers ES	Inst Asst – Classroom 3 Hrs/SY Fr: Inst Asst – Special Ed: 6 Hrs/SY/Roosevelt ES	<b><u>EFFECTIVE DATE</u></b> 10/30/13
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#### **PROFESSIONAL GROWTH**

Brito, Salvador Transportation	Bus Driver	<b><u>EFFECTIVE DATE</u></b> 11/1/13
Carrillo, Rigoberto Maintenance	HVAC Mechanic	11/1/13

#### **ABOLISHMENT OF POSITION**

Inst Asst – Special Ed 6 Hrs/SY; Roosevelt ES	<b><u>EFFECTIVE DATE</u></b> 8/22/13
Inst Asst – Special Ed 6.5 Hrs/SY; Special Education	8/22/13

**REDUCTION OF HOURS IN LIEU OF LAYOFF****EFFECTIVE DATE**

Brewer, Ariana Rogers ES	Inst Asst – Special Ed 4.5 Hrs/SY Fr: 5 Hrs/SY	10/22/13
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De La Rosa, Johanna Lincoln MS	Bilingual Community Liaison 8 Hrs/10 Mo Fr: 8 Hrs/12 Mo/Child Develop Svcs	10/30/13
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Miller, Karen Grant ES	Inst Asst – Special Ed 6 Hrs/SY Fr: 6.5 Hrs/SY/Special Education	10/22/13
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Stout-Moran, Amy Muir ES	Inst Asst – Classroom 3 Hrs/SY Fr: 5.5 Hrs/SY	10/30/13
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**LAYOFF/REDUCTION OF HOURS - DUE TO LACK OF WORK****EFFECTIVE DATE**

AX5554028 Franklin ES	Inst Asst – Special Ed 6 Hrs/SY Fr: 8 Hrs/SY	1/20/14
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GA4132750 Malibu HS	Inst Asst – Special Ed 6 Hrs/SY Fr: 6.8 Hrs/SY	1/20/14
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**LAYOFF****EFFECTIVE DATE**

FV4555677 Lincoln MS	Bilingual Community Liaison 8 Hrs/10 Mo	10/30/13
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**RESCIND LAYOFF****EFFECTIVE DATE**

Inst Asst – Special Ed 6 Hrs/SY; McKinley ES	12/23/13
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Inst Asst – Special Ed 6 Hrs/SY; Pt. Dume ES	12/23/13
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**RESIGNATION****EFFECTIVE DATE**

McKeown, Carol Child Develop Svcs - Franklin ES	Children's Center Asst	10/18/13
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**DECEASED****EFFECTIVE DATE**

Hope, Judith Child Develop Svcs – Adams MS	Children's Center Asst	10/23/13
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MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/21/13

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / 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.

**TECHNICAL SPECIALIST – LEVEL III**

Zaslov, Diana

Ed Svcs/Santa Monica HS

9/10/13-6/30/14

[Voice Coach]

- Funding: SM Arts Parents Association

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT  
PERSONNEL COMMISSION  
MEETING CALENDAR  
2013 – 2014**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Notes</b>
<b>2013</b>			
July 2, 2013	1:00 p.m.	Board Room – District Office	Special Meeting
August 13, 2013	4:00 p.m.	Board Room – District Office	
September 10, 2013	4:00 p.m.	Board Room – District Office	
October 8, 2013	4:00 p.m.	Board Room – District Office	
November 12, 2013	4:00 p.m.	Board Room – District Office	
December 10, 2013	4:00 p.m.	Board Room – District Office	
<b>2014</b>			
January 14, 2014	4:00 p.m.	Board Room – District Office	
February 11, 2014	4:00 p.m.	Board Room – District Office	
February 2014	Daily Conference	TBD	CSPCA 2014 Annual Conference
March 11, 2014	4:00 p.m.	Board Room – District Office	
April 8, 2014	4:00 p.m.	Board Room – District Office	2014–15 Budget Discussion and Development,
May 13, 2014	4:00 p.m.	Board Room – District Office	2014-15 Budget Adoption
June 10, 2014	4:00 p.m.	Board Room – District Office	

# SMMUSD Board of Education Meeting Schedule 2013-2014

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

July through December 2013					
Month	1 <sup>st</sup> Thursday	2 <sup>nd</sup> Thursday	3 <sup>rd</sup> Thursday	4 <sup>th</sup> Thursday	Special Note:
July			7/18* DO	7/24* DO 7/30* DO	*7/18: Special Meeting *Wednesday, 7/24 *7/30: Special Meeting
August		8/14* DO		8/28* DO	*Wednesday, 8/14 First day of school: 8/22
September	9/5 DO		9/19 DO		*9/5: District Holiday
October	10/3 M		10/17 DO		
November	11/7 M		11/19* LMS 11/21 DO		*11/19: workshop Thanksgiving: 11/28-29
December		12/12 DO		winter break	
<b>Winter Break: December 23 – January 3</b>					
January through June 2014					
<b>Winter Break: December 23 – January 3</b>					
January	winter break	1/16 DO			
February	2/6 M		2/20 DO		
March	3/6 DO		3/20 M		
<b>Spring Break: April 7-18</b>					
April	4/3 DO	spring break	spring break		
May	5/1 M		5/15 DO		
June	6/5 DO			6/25* DO	Last day of school: 6/10 *Wednesday: 6/25

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

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## IV. Personnel Commission Business:

### A. Future Items:

Subject	Action Steps	Tentative Date
Classification Specification Revisions	Instructional Assistant–Classroom	January 2014
Merit Rules Revisions	First Reading of Changes to Merit Rules: Chapter XII: <i>Salaries, Overtime Pay, and Benefits</i>	January 2014
	Chapter XIV: <i>Disciplinary Action and Appeal</i>	February 2014
	Chapter XV: <i>Resignation and Reinstatement</i> Chapter XVI: <i>Grievance Procedure</i> Chapter I: <i>Preliminary Statement and Definition of Terms</i>	March 2014



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**V. Next Regular Personnel Commission Meeting:**

Tuesday, January 14, 2014, at 4:00 pm - *District Office Board Room*

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## **VI. Closed Session:**

No Closed Session

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**VII. Adjournment:**

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