



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**PERSONNEL COMMISSION MEETING
AGENDA**

June 15, 2022

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission will be held on **Wednesday, June 15, 2022**, at **4:30 p.m.**, via Zoom.

I. General Functions:

- G.01 Call to Order
- G.02 Roll Call
- G.03 Pledge of Allegiance
- G.04 Report from Closed Session
- G.05 Approval of Agenda for Regular Meeting on June 15, 2022

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							

- G.06 Approval of Minutes for Regular Meeting on May 11, 2022

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							

- G.07 Report from the Director of Classified Personnel
- G.08 Personnel Commissioner Comments/Reports
- G.09 Communications
- G.10 Public Comments



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION MEETING AGENDA

Electronically Recorded (AUDIO ONLY)

Assembly Bill 361 (9/2021) added section 54953(e) to the Government Code, authorizing a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act during a declared state of emergency under specific scenarios. The law remains in effect until January 1, 2024. Due to the state of emergency proclaimed by Governor Newsom in response to the COVID-19 pandemic and its highly contagious variants, and as authorized by per AB 361 and SMMUSD Board of Education Resolution No. 21-08, the June 15 Personnel Commission meeting will be held virtually via Zoom (<http://bit.ly/SMMUSDPCMEETING>; meeting ID: **898 6103 9433**; password: **SMMUSD**).

June 15, 2022

PERSONNEL COMMISSIONERS:

Mrs. Lauren Robinson, Mrs. Mahshid Tarazi, and Mr. Phillip Tate

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission will be held on **Wednesday, June 15, 2022, at 4:30 p.m.**, via Zoom.

❖ **Instructions on Public Comments:**

Persons wishing to address the Personnel Commission must submit a request for public comment using the following link prior to the beginning of Public Comments: <https://forms.gle/HsfWNT5CzZ1QqgGr8>.

OPEN SESSION

I. GENERAL FUNCTIONS:

G.01 Call to Order:

G.02 Roll Call:

G.03 Pledge of Allegiance:

G.04 Report from Closed Session of Personnel Commission

G.05 Approval of Agenda for Regular Meeting on June 15, 2022

G.06 Approval of Minutes for:

- Regular Meeting on May 11, 2022

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.07 Report from the Director of Classified Personnel:
This is an opportunity for the Director of Classified Personnel to report on items relevant to Personnel Commission.
- General Comments and Updates
- G.08 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.
- G.09 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 five (5) minutes or less.
- SEIU Report
 - Board of Education Report
- G.10 Public Comments:
Public Comments is the time when members of the audience may address the Personnel Commission on items not scheduled on the meeting's agenda. All speakers are limited to five (5) minutes. When there is a large number of speakers, the Personnel Commission may reduce the allotted time to three (3) minutes per speaker. The Brown Act (Government Code) states that Personnel Commission members may not engage in discussion of issues raised during "Public Comments" except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff.

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.

C.01 Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligible</u>
Athletic Trainer	2
Campus Monitor	3
Children's Center Assistant-1	1
Children's Center Assistant-2	1
Instructional Assistant - Classroom	4
Paraeducator-1	1
Paraeducator-3	2
Senior Office Specialist	2

- C.02 Advanced Step Placement:
Jessica Davidson in the classification of Instructional Assistant - Classroom at Range A-20 Step D

- C.03 Advanced Step Placement:
Kirsten Gilkes in the classification of Paraeducator 3 at Range A-28 Step D
- C.04 Advanced Step Placement:
Alexander Hernandez Cisneros in the classification of Custodian at Range A-26 Step C
- C.05 Advanced Step Placement:
Jennifer Jones in the classification of Senior Office Specialist at Range A-27 Step C
- C.06 Advanced Step Placement:
Mike Ramirez in the classification of Technology Support Assistant at Range A-40 Step C

III. ACTION ITEMS:

These items are presented for ACTION at this time.

- A.01 Personnel Commission's Twelve-Month Calendar of Events:
Consideration/Approval of dates and time for the regular Personnel Commission meetings in fiscal year 2022-2023
- A.02 Classification Description Revision:
Paraeducator 1 within the Instructional Assistant and Paraprofessional Job Unit
- A.03 Classification Description Revision:
Paraeducator 2 within the Instructional Assistant and Paraprofessional Job Unit
- A.04 Classification Description Revision:
Paraeducator 3 within the Instructional Assistant and Paraprofessional Job Unit
- A.05 Establish New Classification & Specification:
Low Voltage Technician within the Operations Support Job Unit

IV. COMMISSIONER TRAINING/BRIEFING:

These items are to keep the Commissioners up-to-date with relevant information regarding Personnel Commission procedures and practices.

- No Training

V. DISCUSSION ITEMS:

These items are submitted for discussion only. Any action that might be required will generally be scheduled for the next regularly scheduled meeting of the Commission.

- None

VI. INFORMATION ITEMS:

These items are placed on the agenda as information and do not require discussion.

- I.01 Open Personnel Requisitions Status Report
- I.02 Filled Personnel Requisitions Status Report
- I.03 Classified Personnel - Merit Report No. 4.ii. (for SMMUSD School Board Agenda)
 - May 19, 2022
 - June 2, 2022
- I.04 Classified Personnel - Non-Merit Report - No. 4.iii (for SMMUSD School Board Agenda)
 - June 2, 2022
- I.05 Personnel Commission’s Twelve-Month Calendar of Events
 - 2021 - 2022
- I.06 Board of Education Meeting Schedule
 - 2021 – 2022
- I.07 Classified School Employees Celebration – List of Winners

VII. PERSONNEL COMMISSION BUSINESS:

B.01 Future Items:

Subject	Action Steps	Tentative Date

VIII. NEXT REGULAR PERSONNEL COMMISSION MEETING:

Wednesday, July 13, 2022, at 4:30 p.m. – *via Zoom*

IX. 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.

X. CLOSED SESSION:

- No Closed Session

XI. ADJOURNMENT:

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

Submitted by:

Joshua Kahn
 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.



PERSONNEL COMMISSION MEETING MINUTES

Electronically Recorded (AUDIO ONLY)

Assembly Bill 361 (9/2021) added section 54953(e) to the Government Code, authorizing a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act during a declared state of emergency under specific scenarios. The law remains in effect until January 1, 2024. Due to the state of emergency proclaimed by Governor Newsom in response to the COVID-19 pandemic and its highly contagious variants, and as authorized by per AB 361 and SMMUSD Board of Education Resolution No. 21-08, the May 11 Personnel Commission meeting will be held virtually via Zoom (<http://bit.ly/SMMUSDPCMEETING>; meeting ID: **898 6103 9433**; password: **SMMUSD**).

May 11, 2022

PERSONNEL COMMISSIONERS:

Mrs. Lauren Robinson, Mrs. Mahshid Tarazi, and Mr. Phillip Tate

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission was held on **Wednesday, May 11, at 4:32 p.m.**, via Zoom.

❖ **Instructions on Public Comments:**

Persons wishing to address the Personnel Commission must submit a request for public comment using the following link prior to the beginning of Public Comments: <https://forms.gle/HsfWNT5CzZ1QqgGr8>.

OPEN SESSION

I. GENERAL FUNCTIONS:

G.01 Call to Order: The Open Session of the Regular Meeting of the Personnel Commission was called to order at 4:32 p.m.

G.02 Roll Call: Commissioners Robinson, Tarazi, and Tate were present.

G.03 Pledge of Allegiance: Commissioner Robinson led all in attendance in the Pledge of Allegiance.

G.04 Report from Closed Session:

- **None**

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.05 Motion to Approve Agenda: May 11, 2022

It was moved and seconded to approve the agenda with an amendment – Agenda Item VIII. - Next Regular Personnel Commission Meeting– was rescheduled to June 15, 2022 due to Santa Monica High School graduation ceremony on June 8, 2022. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

G.06 Motion to Approve Regular Meeting Minutes: April 20, 2022

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

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

Motion to Approve Special Meeting Minutes: March 31, 2022

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

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

G.07 Report from the Director of Classified Personnel:

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

- General Comments and Updates
 - **Director Kahn updated the Personnel Commission on recruitments, exams, and selection interviews administered since the last regular meeting on April 20, 2022.**
 - **The Personnel Commission staff held written exams for Campus Monitor.**
 - **Oral exams were administered for Bus Driver, the Paraeducator series, Children’s Center Assistant, and Systems Analyst.**
 - **Final selection interviews were held for Technology Support Assistant, Custodian, and the Paraeducator series.**
 - **Director Kahn updated the Personnel Commission on staff processing EDD unemployment claims and other requests from the EDD Office. They have processed 3 claims since the last regular Personnel Commission meeting in April. Director Kahn participated in one appeal hearing.**

- **Director Kahn expressed his gratitude to Ms. Caldera for her role in the Systems Analyst recruitment and Ms. Younan for coordinating the Classified School Employees Week celebration. It will be held virtually on Wednesday, May 18, 2022. Director Kahn also thanked Mrs. Johnston for her hard work preparing to fill summer school assignments.**

G.08 Personnel Commissioner Comments/Reports:

This is a 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.

- **On behalf of the entire Personnel Commission, Commissioner Robinson expressed her gratitude to District classified employees. She presented a resolution to honor the Classified School Employees Week that would be adopted by the Board of Education at their May 19, 2022 regular meeting.**

G.09 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 five (5) minutes or less.

- SEIU Report
 - **Mr. Mock, Chief Steward, updated the Personnel Commission about scheduling negotiations between SEIU and the District.**
 - **Mr. Mock informed the Personnel Commission about his school visits to connect with the union members.**
 - **Mr. Mock updated the Personnel Commission with activities of the Maintenance and Operations labor management team working on the Custodian time and motion study regarding the District's new buildings as well as the security and safety study that was approved by the Board of Education on May 5, 2022.**
 - **Mr. Mock also updated the Personnel Commission on the Special Education labor management team's effort to reduce the number of contracts and contracted Paraeducators in order to provide more opportunities for permanent unit members, such as a working-out-of-class.**
 - **Mr. Mock expressed his gratitude to Ms. Younan for her dedication and effort preparing the Classified School Employees Week virtual celebration.**
 - **On behalf of SEIU, Mr. Mock thanked all classified employees for their hard work and dedicated service to the students in the District.**
- Board of Education Report
 - **Dr. Kelly informed the Personnel Commission about recent school activities and events.**
 - **Dr. Kelly notified the Personnel Commission about the District's State of Our Schools presentation given on May 2, 2022.**
 - **Dr. Kelly updated the Personnel Commission on the upcoming Board of Education agenda regarding the third interim fiscal report that is vital for the budget adoption process. Throughout the year the Board is presented with budget reports in order to monitor fiscal progress. In the beginning of June, the Board will receive a preliminary budget. There will be a public**

hearing, and the final budget as well as the local control accountability plan will be adopted by June 30, 2022.

- The Board will also have a public discussion on the Malibu Unification process.
- Dr. Kelly expressed his gratitude and appreciation of the District classified employees. He shared with the Personnel Commission that many students choose a classified employee to be their trusted adult at their school site.

G.10 Public Comments:

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

- None

II. CONSENT CALENDAR:

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

C.01 Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligibles</u>
Campus Monitor	8
Instructional Assistant - Classroom	3
Paraeducator-1	3
Paraeducator-3	4
Systems Analyst	4
Technology Support Assistant	4

C.02 Advanced Step Placement:

Michelle Anaya in the classification of Administrative Assistant at Range A-33 Step D

C.03 Advanced Step Placement:

Melissa Luis in the classification of Administrative Assistant at Range A-33 Step B

C.04 Advanced Step Placement:

Karina Murcia in the classification of Paraeducator-1 at Range A-22 Step B

C.05 Advanced Step Placement:

Carla Myrieckes in the classification of Health Office Specialist at Range A-27 Step C

C.06 Advanced Step Placement:
Tischa Ridley in the classification of Site Food Services Coordinator at Range A-31 Step C

C.07 Advanced Step Placement:
Eric Taylor in the classification of Physical Activities Specialist at Range A-28 Step C
It was moved and seconded to approve the Consent Calendar as submitted for the Agenda Items C.01-07. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

REPORT AND DISCUSSION

- None

III. ACTION ITEMS:

These items are presented for ACTION at this time.

A.01 Public Hearing: Fiscal Year 2022-2023 Proposed Personnel Commission Budget
It was moved and seconded to open the Action Item – III.A.01 *Public Hearing: Fiscal Year 2022-2023* as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

REPORT AND DISCUSSION

- No public comments.

It was moved and seconded to close the Action Item – III.A.01 *Public Hearing: Fiscal Year 2022-2023* as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

A.02 Adoption: Fiscal Year 2022-2023 Proposed Personnel Commission Budget
It was moved and seconded to adopt the Fiscal Year 2022-2023 Proposed Personnel Commission Budget as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

REPORT AND DISCUSSION

- None

A.03 Classification Description Revision:
Laboratory Technician within the Instructional Assistant and Paraprofessional Job Unit

It was moved and seconded to approve the Director’s recommendations for Agenda Item III.A.01 as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

REPORT AND DISCUSSION

- **Director Kahn provided a brief background for the revisions. In anticipation of an upcoming recruitment, staff reviewed the classification specification in order to clarify Minimum Qualifications. The Equivalency Provision was added to supplement Experience with any college level laboratory courses. All the essential duties remained the same. Abilities were replaced with Competencies.**
- **Mr. Mock inquired about this position’s location. Director Kahn stated that the current vacancy is at Malibu High School, and there may potentially be one at Santa Monica High School.**
- **Director Kahn also clarified that this classification is not in the paraprofessional category, as there is no assistance with instruction, simply management of equipment and chemical inventory in the laboratory.**

IV. COMMISSIONER TRAINING/BRIEFING:

These items are to keep the Commissioners up-to-date with relevant information regarding Personnel Commission procedures and practices.

- None

V. DISCUSSION ITEMS:

These items are submitted for discussion only. Any action that might be required will generally be scheduled for the next regularly scheduled meeting of the Commission.

- None

VI. INFORMATION ITEMS:

These items are placed on the agenda as information and do not require discussion.

- I.01 Open Personnel Requisitions Status Report
- I.02 Filled Personnel Requisitions Status Report
- I.03 Classified Personnel - Merit Report No. 4.ii. (for SMMUSD School Board Agenda)
 - April 21, 2022
 - May 5, 2022
- I.04 Classified Personnel - Non-Merit Report - No. 4.iii (for SMMUSD School Board Agenda)
 - April 21, 2022
 - May 5, 2022
- I.05 Personnel Commission’s Twelve-Month Calendar of Events
 - 2021 - 2022
- I.06 Board of Education Meeting Schedule
 - 2021 – 2022

VII. PERSONNEL COMMISSION BUSINESS:

B.01 Future Items:

Subject	Action Steps	Tentative Date

VIII. NEXT REGULAR PERSONNEL COMMISSION MEETING:

Wednesday, June 15, 2022, at 4:30 p.m. – *via Zoom*

The next regular meeting was moved to from June 8 to June 15, 2022 due to Santa Monica High School graduation ceremony.

IX. 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 the closed session.

- None

X. CLOSED SESSION:

The Commission adjourned to closed session at **4:54 p.m.** pursuant to Government Code Section 54957 to discuss:

PUBLIC EMPLOYEE DISCIPLINARY HEARING CONFERENCE
Employee #: QF9617612

The Commission reconvened into open session at **5:29 p.m.** and reported on the following action taken in closed session:

- A final decision has been reached. The written report will follow within the 14-day timeline prescribed in the Merit Rules.

XI. ADJOURNMENT:

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

It was moved and seconded to adjourn the meeting.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson			✓			
Mahshid Tarazi	✓		✓			
Phillip Tate		✓	✓			

TIME ADJOURNED: 5:30 p.m.

Submitted by:

 Joshua Kahn
 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.

II. Consent Calendar:

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Mahshid Tarazi						
Phillip Tate						



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: II.C.02

SUBJECT: Advanced Step Placement – Jessica Davidson

Hire Date: 05/10/2022

ASP Request Submitted: 05/11/2022

BACKGROUND INFORMATION:

<p>Classification Title: Instructional Assistant - Classroom</p>	<p>Employee: Jessica Davidson</p>	<p>Calculation of Advanced Step Recommendation</p>
<p><u>Education:</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Jessica Davidson has a Bachelor's in Liberal Studies/Interdisciplinary Studies. 	<p>1 level of education above the required level = 1 Step Advance (Max. allowed)</p>
<p><u>Experience:</u></p> <p>Experience is a preferred qualification.</p>	<ul style="list-style-type: none"> • Jessica Davidson has over two (2) years of teaching experience. 	<p>1 (2-year periods) of experience above the required level = 1 Step Advance</p>
<p>Total Advanced Steps: Starting Step: B (Accelerated Rate) + 1 (Education) + 1 (Experience) = 2 Advanced Step = STEP D</p>		

DIRECTOR'S COMMENTS:

This classification has an accelerated rate and starts at Step B on the salary schedule. Jessica Davidson's education and experience exceeds the minimum requirements specified for this classification. Pay rate at salary Range A-20 at Step B is \$15.28/hour, while Step D is \$16.84/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Jessica Davidson at Range A-20, Step D on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment*

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Mahshid Tarazi						
Phillip Tate						



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: II.C.03

SUBJECT: Advanced Step Placement – Kirsten Gilkes
Hire Date: 03/21/2022
ASP Request Submitted: 03/25/2022
Originally Approved by Personnel Commission: 04/20/2022

BACKGROUND INFORMATION:

Classification Title: Paraeducator-3	Employee: Kirsten Gilkes	Calculation of Advanced Step Recommendation
<p><u>Education:</u></p> <p>Must have a high school diploma or its recognized equivalent <u>and ONE</u> of the following:</p> <ul style="list-style-type: none"> Completed 48 units at an institution of higher learning; OR Obtained an Associate's (or higher) degree; OR Have at least one (1) year experience working with individuals with special needs; OR Must pass the District's Instructional Assistant written examination demonstrating knowledge of and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness 	<ul style="list-style-type: none"> Kirsten Gilkes has a Bachelor's of Science in Family Studies and Human Developments. 	<p>1 level of education above the required level =1 Step Advance (Max. allowed)</p>
<p><u>Experience:</u></p> <p>At least six (6) months experience 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</p>	<ul style="list-style-type: none"> Kirsten Gilkes has over four (4) years of experience working with students with special needs. 	<p>2 (2-year periods) of experience above the required level =2 Step Advance (Max. allowed)</p>
<p><u>Total Advanced Steps:</u> 1 (Education) + 2 (Experience) = 3 Advanced Step = STEP D</p>		

DIRECTOR'S COMMENTS:

Kirsten Gilkes was approved for advanced step placement at step B on the April 20, 2022 PC agenda. Following approval, Kirsten Gilkes requested a review of their application and provided clarification on their experience. With this clarification, staff resubmits this advanced step placement approval with the new recommendation of step D due to them exceeding the minimum qualifications for both education and experience. Pay rate at salary Range A-28 at Step A is \$17.68/hour, while Step D is \$20.46/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Kirsten Gilkes at Range A-28, Step D on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment.*

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: II.C.04

SUBJECT: Advanced Step Placement – Alexander Hernandez Cisneros

Hire Date: 03/01/2022

ASP Request Submitted: 04/18/2022

BACKGROUND INFORMATION:

Classification Title: Custodian	Employee: Alexander Hernandez Cisneros	Calculation of Advanced Step Recommendation
Education: Must have a high school diploma or its recognized equivalent.	<ul style="list-style-type: none"> Alexander Hernandez Cisneros meets the education requirement. 	<p>0 level of education above the required level = 0 Step Advance</p>
Experience: Three (3) months paid or volunteer experience performing custodial functions OR completion of a custodial training program.	<ul style="list-style-type: none"> Alexander Hernandez Cisneros has over ten (10) years of custodial experience. 	<p>5 (2-year periods) of experience above the required level = 2 Step Advance (Max. allowed)</p>
Total Advanced Steps: 0 (Education) + 2 (Experience) = 2 Advanced Step = STEP C		

DIRECTOR'S COMMENTS:

Hernandez Cisneros' work experience exceeds the minimum requirements specified for this classification. Pay rate at salary Range A-26 at Step A is \$16.84/hour, while Step C is \$18.57/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Alexander Hernandez Cisneros at Range A-26, Step C on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment.*

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: II.C.05

SUBJECT: Advanced Step Placement – Jennifer Jones

Hire Date: 03/14/2022

ASP Request Submitted: 05/15/2022

BACKGROUND INFORMATION:

Classification Title: Senior Office Specialist	Employee: Jennifer Jones	Calculation of Advanced Step Recommendation
Education: A high school diploma or recognized equivalent.	<ul style="list-style-type: none"> Jennifer Jones meets education requirement. 	0 level of education above the required level = 0 Step Advance
Experience: Two or more years of varied office support experience.	<ul style="list-style-type: none"> Jennifer Jones has over ten (10) years' experience working in an office support environment. 	4 (2-year period) of experience above the required level = 2 Step Advance (Max. allowed)
Total Advanced Steps: 0 (Education) + 2 (Experience) = 2 Advanced Step = STEP C		

DIRECTOR'S COMMENTS:

Jennifer Jones' work experience exceeds the minimum requirements specified for this classification. Pay rate at salary Range A-27 at Step A is \$17.26/hour, while Step C is \$19.01/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Jennifer Jones at Range A-27, Step C on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment.*

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Mahshid Tarazi						
Phillip Tate						



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: II.C.06

SUBJECT: Advanced Step Placement – Mike Ramirez

Hire Date: 06/02/2022

ASP Request Submitted: 06/02/2022

BACKGROUND INFORMATION:

Classification Title: Technology Support Assistant	Employee: Mike Ramirez	Calculation of Advanced Step Recommendation
Education: <ul style="list-style-type: none"> High school diploma or recognized equivalent. 	<ul style="list-style-type: none"> Mike Ramirez has a Bachelor's degree in Business Administration. 	2 levels of education above the required level =1 Step Advance (Max. allowed)
Experience: <ul style="list-style-type: none"> One (1) year of experience providing technical support and troubleshooting computer hardware, software, and peripheral devices. 	<ul style="list-style-type: none"> Mike Ramirez has over four (4) years of experience providing technical support and troubleshooting computer hardware, software, and peripheral devices. 	1 (2-year periods) of experience above the required level =1 Step Advance
<u>Total Advanced Steps: 1 (Education) + 1 (Experience) = 2 Advanced Step = STEP C</u>		

DIRECTOR'S COMMENTS:

Mike Ramirez education and experience exceeds the minimum requirements specified for this classification. Pay rate at salary Range A-40 at Step A is \$23.69/hour, while Step C is \$26.12/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Mike Ramirez at Range A-40, Step C on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment.*

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							

12.2.4 SALARY ON EMPLOYMENT

- B. 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 Personnel Commission.

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.

III. Action Items:

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Mahshid Tarazi						
Phillip Tate						



PERSONNEL COMMISSION
Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: III.A.01

SUBJECT: Personnel Commission’s Twelve-Month Calendar of Events for 2022-2023

BACKGROUND INFORMATION:

Personnel Commission meetings have historically taken place on the second Wednesday of each month with adjustments made for holidays or special circumstances. A calendar of scheduled meeting dates for the 2022-2023 fiscal year following the same pattern is provided.

DIRECTOR’S RECOMMENDATIONS:

The Director of Classified Personnel recommends that the Personnel Commissioners approve the proposed calendar dates with adjustment as needed.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							

**SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
MEETING CALENDAR
2022 – 2023**

Date	Time	Location	Notes
2022			
July 13, 2022	4:30 p.m.	Zoom	
August 10, 2022	4:30 p.m.	Zoom	
September 14, 2022	4:30 p.m.	Zoom	
October 12, 2022	4:30 p.m.	Zoom	
November 9, 2022	4:30 p.m.	Zoom	
December 14, 2022	4:30 p.m.	Zoom	
2023			
January 11, 2023	4:30 p.m.	Zoom	
February 8, 2023	4:30 p.m.	Zoom	
March 8, 2023	4:30 p.m.	Zoom	
April 19, 2023	4:30 p.m.	Zoom	Budget – First Reading Moved to 4/19/23 due to Spring Break
May 10, 2023	4:30 p.m.	Zoom	Budget – Public Hearing and Adoption
June 14, 2023	4:30 p.m.	Zoom	



PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: III.A.02-04

Classification Specification Revision: Paraeducator 1; Paraeducator 2; Paraeducator 3

BACKGROUND INFORMATION:

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. California Education Code Section 45330 lists paraprofessionals' scope of responsibility and requirements for employment and is maintained by the ESSA:

- a. They have completed at least two years of study at an institution of higher education,
- b. They have obtained an associate's or higher degree, or
- c. They have met a rigorous standard of quality and can demonstrate, through a formal local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subjects, as appropriate). It is up to the local school district as to whether they will accept an out of state exam.

Current Minimum Qualifications for the Paraeducator series (Paraeducator 1, 2, and 3) allow experience working with special needs individuals to substitute for the education or passing of an exam.

METHODOLOGY:

Staff conducted the following activities:

- Reviewed the ESSA in context with current Paraeducator series Minimum Qualifications
- Met with the Director, Special Education, Deanna Sinfield, and Assistant Superintendent, Human Resources, Dr. Mark Kelly, to discuss current Minimum Qualifications and propose revisions in order to be compliant with ESSA
- Provided revisions to Director, Special Education for review and integrated feedback

ANALYSIS & FINDINGS:

Based on the information gathered, the recommended changes are summarized as follows:

- Used contemporary formatting for Paraeducator series
- Revised Minimum Qualifications for Paraeducator series by removing experience as a substitute for education or passing the exam
- Experience working with special needs individuals is now a preference instead of a requirement for Paraeducator 2 and Paraeducator 3
- Paraeducator 3's CPR and First Aid certification aligned with Paraeducator 1
- Paraeducator 2's CPR and First Aid certification clarified to reflect need at start date
- Replaced Abilities with Competencies

DIRECTOR'S RECOMMENDATION:

The Director of Classified Personnel recommends that the Personnel Commission approve revisions to Paraeducator 1, Paraeducator 2, and Paraeducator 3 classification specifications as provided.

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Mahshid Tarazi							
Phillip Tate							



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

CLASSIFICATION DESCRIPTION
 BARGAINING UNIT: SEIU LOCAL 99
 CLASS CODE: 550708

PARAEDUCATOR 1
FORMERLY "INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION"

BASIC FUNCTION

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

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- **Completed 48 units at an institution of higher learning OR**
- **Obtained an Associate’s (or higher) degree OR**
- **Obtain a passing score on the District’s Instructional Assistance (ESSA) written examination**

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained within 60 calendar days of start date and maintained.

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
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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.

REPRESENTATIVE DUTIES

Task Statement	Code
Work with students with special needs in all educational settings individually and/or in groups to provide instructional support (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
Lift/transfer students 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 transportation (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 ongoing basic or emergency medical assistance 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 basic personal hygiene; hand washing, eating, toileting (including diapering) and other basic personal care needs-	PI-5
Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures-	PI-6
Assist teacher 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 lesson plans/instructional materials as directed by the teacher-	PI-8
Assist students in using computer applications and related assistive technology-	PI-9
Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry-	PI-10
Communicate student progress 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

Task Statement	Code
Perform routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials-	PI-13
Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc-	PI-14
Attend trainings, workshops, and staff development meetings as required-	PI-15
Perform related duties as assigned-	GEN-4

NOTE: The statements listed above 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.

SUPERVISION MATRIX:

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

General supervision is received from a site administrator. No supervision is exercised.

KNOWLEDGE, SKILLS, AND ABILITIES JOB REQUIREMENTS

KNOWLEDGE:

- Oral and written communication skills; correct English usage, vocabulary, spelling, punctuation, and grammar-
- Basic instructional techniques and methods
- Basic principles and practices of child development and child guidance
- Basic child development as it relates to students with significant disabilities
- State standards specific to grade level(s) assigned
- Pertinent Federal, State and local laws, codes and regulations
- Basic mathematics

- Basic computer application practices (e.g., data entry)
- Basic assistive technology
- Health-related Standard Precautions
- Basic health and safety regulations (including First Aid and CPR procedures)
- Basic emergency procedures as they relate to obtaining professional medical and safety assistance
- Personal hygiene practices
- General needs, behavior, physical limitations, special needs and emotional problems of students who may require personal or health care
- Basic behavior management techniques
- Methods and techniques of lifting and moving children with physical limitations
- Health and safety and basic first aid techniques, including CPR
- Child guidance principles and practices as they relate to children with physical limitations
- Safe practices in school and playground settings

~~SKILLS & ABILITIES:~~

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

- Use basic computer applications and assistive technology
- Assist in bathroom routines and feeding
- Communicate effectively and work cooperatively with co-workers, management, faculty, students, parents, public and private representatives, and other department personnel
- Maintain appropriate boundaries with students, parents, and staff
- Recognize and report safety hazards
- Maintain confidentiality of student records or other sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies
- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Learn and adapt to new procedures and conditions
- Perform routine clerical duties and maintain records
- Work independently with minimal direction
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner
- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

CORE COMPETENCIES:

- **Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures**
- **Customer Focus – Attending to the needs and expectation of customers**
- **General Physical Ability – Using strength, endurance, flexibility, balance, and coordination**
- **Handling Conflict – Managing interpersonally strained situations**
- **Mathematical Facility – Performing computations and solving mathematical problems**
- **Oral Communication – Engaging effectively in dialogue**
- **Professional & Technical Expertise – Applying technical subject matter to the job**
- **Reading Comprehension – Understanding and using written information**
- **Self-Management – Showing personal organization, self-discipline, and dependability**
- **Teamwork – Collaborating with others to achieve shared goals**
- **Writing – Communicating effectively in writing**

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Must have a high school diploma or its recognized equivalent and **ONE** of the following:

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR

- ~~Have at least six (6) months experience working with individuals with special needs; 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.~~

~~**LICENSES AND OTHER REQUIREMENTS:**~~

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

WORKING CONDITIONS:

ENVIRONMENT:

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

PHYSICAL ABILITIES/DEMANDS:

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

HAZARDS:

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

**DUTIES APPROVED
BOARD OF EDUCATION:**
Approved 1977

**CLASSIFICATION APPROVED
PERSONNEL COMMISSION:**
June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013
Revised November 12, 2014
Revised March 10, 2015
Revised April 14, 2015

CLASSIFICATION ESTABLISHED:
June, 1977

REVISED:
August, 1981
June 13, 1994
February 21, 2006
September 19, 2006
September 2, 2008
December 10, 2013
November 12, 2014
March 10, 2015
PROPOSED: June 22, 2022



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99
CLASS CODE: 550708

PARAEDUCATOR 1

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.

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- Completed 48 units at an institution of higher learning OR
- Obtained an Associate's (or higher) degree OR
- Obtain a passing score on the District's Instructional Assistance (ESSA) written examination

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained within 60 calendar days of start date and maintained.

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

REPRESENTATIVE DUTIES

- Work with students with special needs in all educational settings individually and/or in groups to provide instructional support (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)

- Lift/transfer students 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
- Accompany or assist students to and from, and/or on the school bus and/or other forms of transportation (such as public transit and taxis) including moving to and from activities on the school site and in off-campus and community settings
- Provide ongoing basic or emergency medical assistance to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories
- Assist students with basic personal hygiene; hand washing, eating, toileting (including diapering) and other basic personal care needs
- Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures
- Assist teacher in the implementation of students' Individualized Education Plans (IEPs), emergency health care plans, and classroom/individual behavioral plans
- Assist in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of lesson plans/instructional materials as directed by the teacher
- Assist students in using computer applications and related assistive technology
- Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry
- Communicate student progress to teachers and designated service providers through logs and other data collection methods
- Complete reports and records, such as accident and incident reports as needed
- Perform routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials
- Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc.
- Attend trainings, workshops, and staff development meetings as required
- Perform related duties as assigned

NOTE: *The statements listed above 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.*

SUPERVISION

General supervision is received from a certificated site administrator. No supervision is exercised.

JOB REQUIREMENTS

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

CORE COMPETENCIES:

- Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures
- Customer Focus – Attending to the needs and expectation of customers
- General Physical Ability – Using strength, endurance, flexibility, balance, and coordination
- Handling Conflict – Managing interpersonally strained situations
- Mathematical Facility – Performing computations and solving mathematical problems
- Oral Communication – Engaging effectively in dialogue
- Professional & Technical Expertise – Applying technical subject matter to the job
- Reading Comprehension – Understanding and using written information
- Self-Management – Showing personal organization, self-discipline, and dependability
- Teamwork – Collaborating with others to achieve shared goals
- Writing – Communicating effectively in writing

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL DEMANDS:

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.

CLASSIFICATION ESTABLISHED:

June, 1977

REVISED:

August, 1981

June 13, 1994

February 21, 2006

September 19, 2006

September 2, 2008

December 10, 2013

November 12, 2014

March 10, 2015

PROPOSED: June 22, 2022



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

CLASSIFICATION DESCRIPTION
 BARGAINING UNIT: SEIU LOCAL 99
 CLASS CODE: 550717

PARAEDUCATOR 2
~~FORMERLY "INSTRUCTIONAL ASSISTANT-DEVELOPMENTAL HEALTH"~~

BASIC FUNCTION

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

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- **Completed 48 units at an institution of higher learning OR**
- **Obtained an Associate’s (or higher) degree OR**
- **Obtain a passing score on the District’s Instructional Assistance (ESSA) written examination**

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained before start date and maintained. Experience caring for the needs of individuals or groups with medical health impairments is highly desirable.

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.

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

REPRESENTATIVE DUTIES

Task Statement	Code
Assists with 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.	PII-1
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.	PII-2
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.	PII-3
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.	PII-4
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.	PII-5
Helps provide assistance for the students with personal hygiene/grooming; monitor individual bathroom routines; change diapers and/or clothing as needed.	PII-6

Task Statement	Code
Assists designated instructional service providers (i.e. Physical Therapist) with physical development activities when applicable-	PII-7
Administers medication, first aid and/or CPR in accordance with established health plan-	PII-8
Performs routine sanitation duties to ensure a clean/sterile environment (e.g., clean dishes, tables, toys, therapy equipment)-	PII-9
Assists students in using computer applications and related assistive technology-	PII-10
Attends trainings, workshops, and staff development meetings as required-	PII-11
Assists teachers with implementation of student's Individualized Education Program (IEP)-	PII-12
Completes reports 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 provide instructional support (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
Lift/transfer students 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 transportation (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 ongoing basic or emergency medical assistance 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 basic personal hygiene; with hand washing, eating, toileting (including diapering) and other basic personal care needs hygiene, self-reliance, and academic/behavioral approach-	PI-5
Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures-	PI-6
Assists teacher 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 lesson plans/instructional materials as directed by the teacher-	PI-8
Assists students in using computer applications and related assistive technology-	PI-9
Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry-	PI-10
Communicates student progress to teachers and designated service providers through logs and other data collection methods-	PI-11

Task Statement	Code
Completes reports and records, such as accident and incident reports as needed-	PI-12
Perform routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials-	PI-13
Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc.	PI-14
Attends trainings, workshops, and staff development meetings as required-	PI-15
Performs other duties as assigned-	GEN-1

Note: The statements listed above 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.

SUPERVISION-MATRIX:

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

General supervision is received from a certificated site administrator. No supervision is exercised.

KNOWLEDGE, SKILLS, AND ABILITIES JOB REQUIREMENTS

KNOWLEDGE-OF:

Paraeducator 1 & 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**
- 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~~

CORE COMPETENCIES:

- **Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures**
- **Customer Focus – Attending to the needs and expectation of customers**
- **General Physical Ability – Using strength, endurance, flexibility, balance, and coordination**
- **Handling Conflict – Managing interpersonally strained situations**
- **Mathematical Facility – Performing computations and solving mathematical problems**
- **Oral Communication – Engaging effectively in dialogue**
- **Professional & Technical Expertise – Applying technical subject matter to the job**
- **Reading Comprehension – Understanding and using written information**
- **Self-Management – Showing personal organization, self-discipline, and dependability**
- **Teamwork – Collaborating with others to achieve shared goals**
- **Writing – Communicating effectively in writing**

ABILITY TO:

Paraeducator 1 & Paraeducator 2 Abilities

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

- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

Paraeducator 2 Abilities

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

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR
- Have at least one (1) year experience working with individuals with special needs; 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 six (6) months paid or voluntary experience working with individuals with special needs.

LICENSES AND OTHER REQUIREMENTS:

Must have CPR and First Aid certification and must maintain active certification while working in this classification.

PREFERRED QUALIFICATIONS

EXPERIENCE:

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

LICENSES AND OTHER REQUIREMENTS:

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

WORKING CONDITIONS:

ENVIRONMENT:

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

PHYSICAL ABILITIES/DEMANDS:

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

HAZARDS:

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

~~DUTIES APPROVED
BOARD OF EDUCATION:
Approved 1977~~

~~CLASSIFICATION APPROVED
PERSONNEL COMMISSION:
June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013
Revised March 10, 2015
Revised April 14, 2015~~

CLASSIFICATION ESTABLISHED:

June, 1977

REVISED:

August, 1981

June 13, 1994

February 21, 2006

September 19, 2006

September 2, 2008

December 10, 2013

March 10, 2015

April 14, 2015

PROPOSED: June 22, 2022



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99
CLASS CODE: 550717

PARAEDUCATOR 2

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.

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- Completed 48 units at an institution of higher learning OR
- Obtained an Associate's (or higher) degree OR
- Obtain a passing score on the District's Instructional Assistance (ESSA) written examination

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained before start date and maintained. Experience caring for the needs of individuals or groups with medical health impairments is highly desirable.

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

REPRESENTATIVE 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 (i.e. Physical Therapist) 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; daily documentation on healthcare log
 - Works with students with special needs in all educational settings individually and/or in groups to provide instructional support (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)
 - Lift/transfer students 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

- Accompany or assists students to and from, and/or on the school bus and/or other forms of transportation (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
- Provide ongoing basic or emergency medical assistance to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories
- Assist students with basic personal hygiene; with hand washing, eating, toileting (including diapering) and other basic personal care needs hygiene, self-reliance, and academic/behavioral approach
- Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures
- Assists teacher in the implementation of students' Individualized Education Plans (IEPs) and classroom/individual behavioral management plans
- Assists in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of lesson plans/instructional materials as directed by the teacher
- Assists students in using computer applications and related assistive technology
- Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry
- Communicates student progress to teachers and designated service providers through logs and other data collection methods
- Completes reports and records, such as accident and incident reports as needed
- Perform routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials
- Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc.
- Attends trainings, workshops, and staff development meetings as required
- Performs other duties as assigned

Note: *The statements listed above 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.*

SUPERVISION

General supervision is received from a certificated site administrator. No supervision is exercised.

JOB REQUIREMENTS

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
- 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

CORE COMPETENCIES:

- Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures
- Customer Focus – Attending to the needs and expectation of customers
- General Physical Ability – Using strength, endurance, flexibility, balance, and coordination
- Handling Conflict – Managing interpersonally strained situations
- Mathematical Facility – Performing computations and solving mathematical problems
- Oral Communication – Engaging effectively in dialogue
- Professional & Technical Expertise – Applying technical subject matter to the job
- Reading Comprehension – Understanding and using written information
- Self-Management – Showing personal organization, self-discipline, and dependability
- Teamwork – Collaborating with others to achieve shared goals
- Writing – Communicating effectively in writing

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL DEMANDS:

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.

CLASSIFICATION ESTABLISHED:

June, 1977

REVISED:

August, 1981

June 13, 1994

February 21, 2006

September 19, 2006

September 2, 2008

December 10, 2013

March 10, 2015

April 14, 2015

PROPOSED: June 15, 2022



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

CLASSIFICATION DESCRIPTION
 BARGAINING UNIT: SEIU LOCAL 99
 CLASS CODE: 550715

PARAEDUCATOR 3
FORMERLY "INSTRUCTIONAL ASSISTANT-SPECIALIZED"

BASIC FUNCTION

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

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- **Completed 48 units at an institution of higher learning OR**
- **Obtained an Associate's (or higher) degree OR**
- **Obtain a passing score on the District's Instructional Assistance (ESSA) written examination**

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained before start date and maintained. Experience caring for the needs of individuals or groups with behavioral/social-emotional deficits is highly desirable.

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
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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.

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

REPRESENTATIVE DUTIES

Task Statement	Code
Provides 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-	PIII-1
Assists in managing behavior of children through use of a variety of reinforcement techniques-	PIII-2
Assists in monitoring the safety of students in various educational settings-	PIII-3
Follows implementation plan for intensive behavioral intervention services-	PIII-4
Provides guidance to children with severe handicaps to reinforce more acceptable social behaviors-	PIII-5
Provides assistance for the students with personal hygiene, self-reliance, and behavior modification-	PIII-6
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-	PIII-7
Provides input to instructional personnel for the purpose of behavior intervention, including but not limited to, strategies and learning materials for behavior modification plans-	PIII-8
Records student progress 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 displays of student performance data-	PIII-10
Provides assistance for the instruction of students on an individual or groups basis to reinforce academics and/or behavioral skills-	PIII-11
Tutors students individually or in small groups to reinforce learning, in accordance with the Individualized Education Program (IEP)-	PIII-12
Provides assistance to the students in proper usage of computer applications and related assistive technology-	PIII-13
Provides assistance for the scheduling of activities-	PIII-14
Attends trainings, 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 provide instructional support (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
Lift/transfer students 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 transportation (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 ongoing basic or emergency medical assistance 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 basic personal hygiene; hand washing, eating, toileting (including diapering) and other basic personal care needs-	PI-5
Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures-	PI-6
Assist teacher 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 lesson plans/instructional materials as directed by the teacher-	PI-8
Assist students in using computer applications and related assistive technology-	PI-9
Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry-	PI-10
Communicate student progress 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 routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials-	PI-13
Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc.	PI-14
Attend trainings, workshops, and staff development meetings as required-	PI-15
Perform related duties as assigned-	PI-16

Note: The statements listed above 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.

SUPERVISION-MATRIX:

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

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

General supervision is received from a certificated site administrator. No supervision is exercised.

KNOWLEDGE, SKILLS, AND ABILITIES JOB REQUIREMENTS

KNOWLEDGE OF:

Paraeducator 1 & 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.**
- 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.~~

CORE COMPETENCIES:

- **Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures**
- **Customer Focus – Attending to the needs and expectation of customers**
- **General Physical Ability – Using strength, endurance, flexibility, balance, and coordination**
- **Handling Conflict – Managing interpersonally strained situations**
- **Mathematical Facility – Performing computations and solving mathematical problems**
- **Oral Communication – Engaging effectively in dialogue**
- **Professional & Technical Expertise – Applying technical subject matter to the job**
- **Reading Comprehension – Understanding and using written information**
- **Self-Management – Showing personal organization, self-discipline, and dependability**
- **Teamwork – Collaborating with others to achieve shared goals**
- **Writing – Communicating effectively in writing**

ABILITY TO:

Paraeducator 1 & Paraeducator 3 Abilities

- ~~Communicate clearly and concisely, both orally and in writing~~
- ~~Understand and follow oral and written directions~~
- ~~Recognize when to ask for assistance~~
- ~~Follow District practices for reporting absences~~
- ~~Refrain from using personal electronic devices for purposes unrelated to assigned duties~~
- ~~Assist the teacher in responding to student health emergencies~~
- ~~Demonstrate specialized emergency health care procedures after training~~
- ~~Model appropriate behavior and conduct for students and staff~~
- ~~Independently lift children weighing up to 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles~~
- ~~Lift children weighing over 50 pounds into and out of wheelchairs, orthopedic equipment, and school transportation vehicles, using appropriate assistance from other personnel~~
- ~~Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages~~
- ~~Establish positive rapport with and gain confidence of students with special needs~~
- ~~Recognize the need to provide for the personal privacy and dignity of handicapped children~~
- ~~Demonstrate an understanding, patient and receptive attitude toward children with special needs~~
- ~~Assist students by providing proper examples, emotional support, and general guidance~~
- ~~Assist in the instruction of state standards, classroom management and behavior support plans~~

- Reinforce instruction to individual or small groups of students as directed by the teacher
- Assist in the supervision of children in the classroom and outdoors
- Assist in the discipline of assigned students according to staff direction and approved policy
- Assist in the preparation of instructional materials and maintain records as directed by teacher.
- Use basic computer applications and assistive technology
- Assist in bathroom routines and feeding
- Communicate effectively and work cooperatively with co-workers, management, faculty, students, parents, public and private representatives, and other department personnel
- Maintain appropriate boundaries with students, parents, and staff
- Recognize and report safety hazards
- Maintain confidentiality of student records or other sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies
- Maintain emotional control in difficult situations
- Efficiently and effectively react to emergencies
- Learn and adapt to new procedures and conditions
- Perform routine clerical duties and maintain records
- Work independently with minimal direction
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous and timely manner
- Analyze situations accurately and adopt an effective course of action
- Plan and organize work to meet schedules and timelines in an environment with constantly changing priorities
- Travel to multiple sites within the same work day

Paraeducator 3 Abilities

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

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Must have a high school diploma or its recognized equivalent and **ONE** of the following:

- Completed 48 units at an institution of higher learning; OR
- Obtained an Associate's (or higher) degree; OR
- Have at least one (1) year experience working with individuals with special needs; 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 six (6) months experience working with individuals with exceptional needs and/or behavioral, social-emotional deficits are required. This experience must be directly related to behavior modification within last five (5) years~~

~~LICENSES AND OTHER REQUIREMENTS:~~

~~Must have CPR and First Aid certification and must maintain active certification while working in this classification.~~

PREFERRED QUALIFICATIONS

~~EXPERIENCE:~~

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

WORKING CONDITIONS

~~ENVIRONMENT:~~

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

~~PHYSICAL ABILITIES~~**DEMANDS:**

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

~~HAZARDS:~~

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

~~DUTIES APPROVED
BOARD OF EDUCATION:
Approved 1977~~

~~CLASSIFICATION APPROVED
PERSONNEL COMMISSION:
June, 1977
Revised August, 1981
Revised June 13, 1994
Revised February 21, 2006
Revised September 19, 2006
Revised September 2, 2008
Revised December 10, 2013
Revised March 10, 2015
Revised April 14, 2015~~

**CLASSIFICATION ESTABLISHED:
June, 1977**

**REVISED:
August, 1981
June 13, 1994
February 21, 2006
September 19, 2006
September 2, 2008
December 10, 2013
March 10, 2015
April 14, 2015**

PROPOSED: June 22, 2022



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99
CLASS CODE: 550715

PARAEDUCATOR 3

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.

MINIMUM QUALIFICATIONS

EDUCATION:

Must have a high school diploma or its recognized equivalent and ONE of the following:

- Completed 48 units at an institution of higher learning OR
- Obtained an Associate's (or higher) degree OR
- Obtain a passing score on the District's Instructional Assistance (ESSA) written examination

ADDITIONAL REQUIREMENTS/INFORMATION:

Valid First Aid and CPR certification must be obtained within 60 calendar days of start date and maintained. Experience caring for the needs of individuals or groups with behavioral/social-emotional deficits is highly desirable.

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

REPRESENTATIVE 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

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

- Accompany or assist students to and from, and/or on the school bus and/or other forms of transportation (such as public transit and taxis) including moving to and from activities on the school site and in off-campus and community settings
- Provide ongoing basic or emergency medical assistance to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections or suppositories
- Assist students with basic personal hygiene; hand washing, eating, toileting (including diapering) and other basic personal care needs
- Assist in monitoring the safety of students in various educational settings, including assisting in basic emergency procedures
- Assist teacher in the implementation of students' Individualized Education Plans (IEPs), emergency health care plans, and classroom/individual behavioral plans
- Assist in the physical material preparation, instructional delivery accommodation, instructional modification, and implementation of lesson plans/instructional materials as directed by the teacher
- Assist students in using computer applications and related assistive technology
- Assist in monitoring of students' behavior, skills, and abilities, using basic note taking and data entry
- Communicate student progress to teachers and designated service providers through logs and other data collection methods
- Complete reports and records, such as accident and incident reports as needed
- Perform routine sanitation duties to ensure a clean environment by cleaning dishes, tables, toys, therapy equipment, and other commonly used materials
- Assist with cleaning personal equipment, such as glasses, hearing aids, orthopedic devices, etc.
- Attend trainings, workshops, and staff development meetings as required
- Perform related duties as assigned

Note: *The statements listed above 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.*

SUPERVISION

General supervision is received from a certificated site administrator. No supervision is exercised.

JOB REQUIREMENTS

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.
- 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, 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

CORE COMPETENCIES:

- Cultural Proficiency – Modeling communications and interactions that respect and include all individuals and their languages, abilities, religions and cultures
- Customer Focus – Attending to the needs and expectation of customers
- General Physical Ability – Using strength, endurance, flexibility, balance, and coordination
- Handling Conflict – Managing interpersonally strained situations
- Mathematical Facility – Performing computations and solving mathematical problems
- Oral Communication – Engaging effectively in dialogue
- Professional & Technical Expertise – Applying technical subject matter to the job
- Reading Comprehension – Understanding and using written information
- Self-Management – Showing personal organization, self-discipline, and dependability
- Teamwork – Collaborating with others to achieve shared goals

- Writing – Communicating effectively in writing

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL DEMANDS:

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.

CLASSIFICATION ESTABLISHED:

June, 1977

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September 2, 2008

December 10, 2013

March 10, 2015

April 14, 2015

PROPOSED: June 22, 2022



PERSONNEL COMMISSION

Regular Meeting: Wednesday, June 15, 2022

AGENDA ITEM NO: III.A.05

Establish New Classification: Low Voltage Technician

BACKGROUND INFORMATION:

The Chief Operations Officer, Carey Upton, requested the development of a new classification that would be responsible for duties related to the installation, maintenance, and repair of low voltage, integrated systems such as fire alarms and security systems.

METHODOLOGY:

Staff conducted the following activities:

- Reviewed duties and responsibilities suggested by the Chief Operations Officer and the Director, Maintenance and Operations, Glen Infuso
- Provided draft class spec for the Chief Operations Officer, Director, Maintenance and Operations, and Senior Network Engineer, John Castillo, to review and incorporate feedback

ANALYSIS & FINDINGS:

Staff finds the Low Voltage Technician most similar to classifications within the operations support unit of classified employees.

No Low Voltage Technicians were found at comparable agencies in order to develop an external comparison of salaries. As such, the following is an internal comparison of salaries within the operations support classified job unit on salary schedule A:

Agency	Classification	Range	Monthly Min.	Monthly Max.
SMMUSD	Electrician	41	\$4,208	\$5,369
SMMUSD	Senior Technology Support Assistant	45	\$4,639	\$5,920
SMMUSD	Facilities Technician	47	\$4,870	\$6,216
SMMUSD	Network Engineer	53	\$5,638	\$7,194

Staff recommends placing Low Voltage Technician on range A-47 (\$4,870 - \$6,216) based on their duties related to installing and repairing low voltage electrical systems and devices as well as their duties related to configuring integrated systems that require knowledge of TCP/IP networking.

DIRECTOR'S RECOMMENDATION:

The Director of Classified Personnel recommends that the Personnel Commission approve:

1. The Low Voltage Technician classification specification as provided
2. The recommendation to place Low Voltage Technician in the operations support classified job unit
3. The recommendation to place Low Voltage Technician on range A-47

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Mahshid Tarazi						
Phillip Tate						



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99
CLASS CODE: 560815

LOW VOLTAGE TECHNICIAN

BASIC FUNCTION

Under general direction, installs, maintains, and repairs integrated commercial low voltage systems, including those related to fire safety, security, energy management, and telecommunications as well as configures IP based power over ethernet devices.

MINIMUM QUALIFICATIONS

EDUCATION:

A high school diploma or recognized equivalent.

EXPERIENCE:

Two (2) years of journey level commercial or industrial electrical experience, including one year of experience in the installation, maintenance, and repair of an integrated low voltage system.

ADDITIONAL REQUIREMENTS/INFORMATION:

A valid California Driver License and availability of private transportation or ability to provide transportation between job sites is required.

REPRESENTATIVE DUTIES

- Installs, repairs, replaces, and maintains electrical system components including, but not limited to, wiring, switches, relays, transformers, motors, panels, sensors, cables, clocks, and lighting
- Troubleshoots, configures, tests, and maintains integrated system applications and infrastructure
- Assists in the installation of server, network, and VOIP hardware
- Conducts inspections to evaluate integrity of integrated systems and assesses needs for maintenance and repair
- Develops the plans, designs, and specifications of new and supplemental integrated low voltage systems
- Reviews plans and inspects sites to ensure compliance with specifications, codes, and other requirements
- Evaluates and assesses District's integrated low voltage system needs
- Provides information to staff regarding system status, scheduled downtime, and other system activities that may impact operations
- Serves as a liaison between District and outside vendors

- Prepares reports related to time, labor, materials, and cost to complete a work order
- Updates and maintains records related to inventory, supplies, equipment, and work orders
- Cleans and maintains tools, equipment, and work area
- Leads by guiding, training, and reviewing the work of staff
- Performs other related duties as assigned

NOTE: *The statements listed above 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.*

SUPERVISION

General direction is received from higher level management. Responsibilities include providing lead direction to operational support staff. No supervision is exercised.

JOB REQUIREMENTS

KNOWLEDGE:

- Federal, state, and local laws, codes, and regulations related to electrical systems
- Principles, practices, and trends in low voltage integrated systems
- Principles, procedures, and techniques of installing and repairing electrical systems
- Principles and practices of TCP/IP networking
- Principles of construction and building plans and specifications
- Principles and practices of recordkeeping and maintaining documentation
- Principles, practices, and procedures of worksite safety
- Principles, practices, and procedures of tool and equipment maintenance

CORE COMPETENCIES:

- Attention to Detail - focusing on the details of work content, work steps, and final work products
- Critical Thinking – analytically and logically evaluating information, propositions, and claims
- Customer Focus – attending to the needs and expectations of customers
- Environmental Exposure Tolerance – Performing under physically demanding conditions
- Manual Dexterity – using senses, hands, and fingers in manipulating objects quickly and efficiently
- Mechanical Insight – comprehending how mechanical, electrical, and structural systems operate and interact
- Project Management – ensuring that projects are on-time, on-budget, and achieve their objectives
- Relationship Building – establishing rapport and maintaining mutually productive relationships

- Safety Focus – showing vigilance and care in identifying and addressing health risks and safety
- Self-Management – showing personal organization, self-discipline, and dependability
- Teamwork – collaborating with others to achieve shared goals
- Using Technology – Working with electronic hardware and software applications

WORKING CONDITIONS

ENVIRONMENT:

The work environment involves moderate risks or discomforts that require special safety precautions. Will work in small, confined crawl spaces. Will be exposed to outdoor weather conditions when inspecting, installing, repairing, and servicing low voltage electrical components and integrated system equipment. May be exposed to constant or intermittent sounds from alarms at a level to cause marked distraction. Will be exposed to irritants such as dust. Requires frequent travel by van or car.

PHYSICAL DEMANDS:

The work requires some physical exertion. Lifts items such as cables, tools, and equipment weighing up to 50 lbs. without assistance. Carries items such as cables, tools, and equipment weighing up to 50 lbs. without assistance. Pushes and pulls carts of cables, tools, and equipment weighing up to 50 lbs. without assistance. Ascends and descends ladders to access ceiling crawl space to install cables and wiring. Stands, bends, stoops, and crawls to install, maintain, and service electrical systems. Moves to and from various locations in the office or school sites on surfaces that may be inclined, uneven and/or rough to install, set up, or repair electrical systems. Detects colors to distinguish wires within panels and equipment. Pushes and pulls aside objects that are obstructing work areas. Positions self to inspect items and spaces that are underground, ground level, and on rooftops. Uses near visual acuity at 20 inches or less to observe installation, repairs, and maintenance. Uses far visual acuity at 20 feet or more to inspect worksite. Perceives distances to safely drive agency vehicles and navigate work spaces during inspections. Exchanges information with co-workers and customers regarding work-related matters. Uses hands, wrists, and fingers repetitively to type, grasp, and operate equipment and hand tools. Rotates the head right or left from a neutral position to review work materials and inspect worksite.

CLASSIFICATION ESTABLISHED:

PROPOSED: June 15, 2022

IV. Commissioner Training/Briefing:

V. Discussion Items:

VI. Information Items:

Open Requisitions (6/9/2022)

Req Number	Req Title	Department	Position Type	FTE
22-129	ADMINISTRATIVE ASSISTANT	EDUCATIONAL SERVICES	Vac	100
22-231	ATHLETIC TRAINER	MALIBU HIGH SCHOOL	New	87.5
22-251	BILINGUAL COMMUNITY LIAISON (SPANISH)	MCKINLEY ELEMENTARY SCHOOL	Vac	100
21-062	BUS DRIVER	TRANSPORTATION	Vac	87.5
21-099	BUS DRIVER	TRANSPORTATION	Vac	87.5
22-115	BUS DRIVER	TRANSPORTATION	Vac	87.5
22-174	BUS DRIVER	TRANSPORTATION	Vac	87.5
22-207	BUS DRIVER	TRANSPORTATION	Vac	87.5
22-253	CAFETERIA WORKER / TRANSPORTER	FS - SANTA MONICA HIGH	Vac	37.5
20-037	CAFETERIA WORKER I	FOOD & NUTRITION SERVICES	Vac	37.5
21-109	CAFETERIA WORKER I	FS - MALIBU HIGH SCHOOL	Vac	50
22-045	CAFETERIA WORKER I	FOOD & NUTRITION SERVICES	Vac	37.5
22-104	CAFETERIA WORKER I	FOOD & NUTRITION SERVICES	Vac	62.5
22-232	CAFETERIA WORKER I	LINCOLN MIDDLE SCHOOL	Vac	43.75
22-252	CAFETERIA WORKER I	FS - JOHN ADAMS	Vac	37.5
22-248	CAFETERIA WORKER II	MCKINLEY ELEMENTARY SCHOOL	Vac	87.5
19-152	CAMPUS MONITOR	JOHN MUIR ELEMENTARY SCHOOL	Vac	18.75
21-034	CAMPUS MONITOR	JOHN MUIR ELEMENTARY SCHOOL	Vac	18.75
21-114	CAMPUS MONITOR	WILL ROGERS LEARNING ACADEMY	Vac	21.88
22-144	CAMPUS MONITOR	WILL ROGERS LEARNING ACADEMY	Vac	21.88
22-156	CAMPUS MONITOR	ROOSEVELT ELEMENTARY SCHOOL	Vac	25
22-175	CAMPUS MONITOR	JOHN MUIR ELEMENTARY SCHOOL	Vac	18.75
22-215	CAMPUS MONITOR	WEBSTER ELEMENTARY SCHOOL	Vac	18.75
22-234	CAMPUS MONITOR	ROOSEVELT ELEMENTARY SCHOOL	Vac	6.25

22-113	CAMPUS SECURITY OFFICER	FACILITY USE DEPARTMENT	Vac	25
22-200	CAMPUS SECURITY OFFICER	FACILITY USE DEPARTMENT	Vac	50
22-011	CHILDREN'S CENTER ASSISTANT-2	CHILD DEVELOPMENT SERVICES	New	43.75
22-032	CHILDREN'S CENTER ASSISTANT-2	CHILD DEVELOPMENT SERVICES	New	43.75
22-038	CHILDREN'S CENTER ASSISTANT-2	CHILD DEVELOPMENT SERVICES	New	43.75
22-039	CHILDREN'S CENTER ASSISTANT-2	CHILD DEVELOPMENT SERVICES	New	43.75
22-163	CHILDREN'S CENTER ASSISTANT-2	CDS - GRANT	Vac	43.75
22-170	CHILDREN'S CENTER ASSISTANT-2	CDS - EDISON	Vac	43.75
21-015	CREDENTIAL ANALYST	HUMAN RESOURCES	Vac	100
22-046	CUSTODIAN	FACILITY USE DEPARTMENT	Vac	37.5
22-235	INSTRUCTIONAL ASSISTANT-BILINGUAL (SPANISH)	EDISON LANGUAGE ACADEMY	Vac	43.75
22-243	INSTRUCTIONAL ASSISTANT-BILINGUAL (SPANISH)	SANTA MONICA HIGH SCHOOL	Vac	43.75
21-117	INSTRUCTIONAL ASSISTANT-CLASSROOM	OLYMPIC HIGH SCHOOL	Vac	62.5
22-061	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
22-100	INSTRUCTIONAL ASSISTANT-CLASSROOM	ROOSEVELT ELEMENTARY SCHOOL	Vac	37.5
22-137	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
22-145	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
22-158	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
22-161	INSTRUCTIONAL ASSISTANT-CLASSROOM	WILL ROGERS LEARNING ACADEMY	Vac	37.5

22-173	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	New	37.5
22-176	INSTRUCTIONAL ASSISTANT-CLASSROOM	WEBSTER ELEMENTARY SCHOOL	Vac	37.5
22-220	INSTRUCTIONAL ASSISTANT-CLASSROOM	MCKINLEY ELEMENTARY SCHOOL	Vac	37.5
22-244	INSTRUCTIONAL ASSISTANT-CLASSROOM	FRANKLIN ELEMENTARY SCHOOL	Vac	40
22-245	INSTRUCTIONAL ASSISTANT-CLASSROOM	SMASH (ALTERNATIVE) SCHOOL	Vac	62.5
22-249	INSTRUCTIONAL ASSISTANT-CLASSROOM	ADULT EDUCATION CENTER	New	42.5
22-254	INSTRUCTIONAL ASSISTANT-CLASSROOM	MCKINLEY ELEMENTARY SCHOOL	Vac	37.5
22-177	INSTRUCTIONAL ASSISTANT-PHYSICAL EDUCATION	SANTA MONICA HIGH SCHOOL	Vac	50
22-240	LABORATORY TECHNICIAN	MALIBU HIGH SCHOOL	Vac	50
21-104	LIBRARY ASSISTANT	JOHN ADAMS MIDDLE SCHOOL	Vac	81.25
22-255	LIBRARY ASSISTANT	LINCOLN MIDDLE SCHOOL	Vac	75
22-055	LICENSED VOCATIONAL NURSE (LVN)	SPECIAL EDUCATION	New	100
22-259	LICENSED VOCATIONAL NURSE (LVN)	SANTA MONICA HIGH SCHOOL	Vac	100
22-089	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	Vac	87.5
22-090	PARAEDUCATOR-1	SANTA MONICA HIGH SCHOOL	Vac	81.25
22-107	PARAEDUCATOR-1	WEBSTER ELEMENTARY SCHOOL	Vac	75
22-134	PARAEDUCATOR-1	JOHN MUIR ELEMENTARY SCHOOL	Vac	75
22-139	PARAEDUCATOR-1	MALIBU ELEMENTARY SCHOOL	Vac	75
22-146	PARAEDUCATOR-1	WILL ROGERS LEARNING ACADEMY	New	56.25
22-147	PARAEDUCATOR-1	ROOSEVELT ELEMENTARY SCHOOL	Vac	75
22-166	PARAEDUCATOR-1	CDS - LINCOLN	Vac	56.25
22-167	PARAEDUCATOR-1	MALIBU HIGH SCHOOL	Vac	75
22-178	PARAEDUCATOR-1	EDISON LANGUAGE ACADEMY	Vac	75

22-181	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	Vac	75
22-182	PARAEDUCATOR-1	MCKINLEY ELEMENTARY SCHOOL	Vac	75
22-183	PARAEDUCATOR-1	SANTA MONICA HIGH SCHOOL	Vac	75
22-194	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	New	75
22-195	PARAEDUCATOR-1	SANTA MONICA HIGH SCHOOL	Vac	81.25
22-206	PARAEDUCATOR-1	SANTA MONICA HIGH SCHOOL	Vac	79.13
22-210	PARAEDUCATOR-1	FRANKLIN ELEMENTARY SCHOOL	Vac	75
22-221	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	Vac	75
22-229	PARAEDUCATOR-1	SANTA MONICA HIGH SCHOOL	Vac	81.25
22-237	PARAEDUCATOR-1	MALIBU HIGH SCHOOL	Vac	75
22-260	PARAEDUCATOR-1	MCKINLEY ELEMENTARY SCHOOL	Vac	75
22-117	PARAEDUCATOR-3	WEBSTER ELEMENTARY SCHOOL	Vac	75
22-141	PARAEDUCATOR-3	MALIBU ELEMENTARY SCHOOL	Vac	75
22-143	PARAEDUCATOR-3	WEBSTER ELEMENTARY SCHOOL	New	75
22-168	PARAEDUCATOR-3	ROOSEVELT ELEMENTARY SCHOOL	New	75
22-186	PARAEDUCATOR-3	MALIBU ELEMENTARY SCHOOL	Vac	75
22-188	PARAEDUCATOR-3	JOHN MUIR ELEMENTARY SCHOOL	New	75
22-198	PARAEDUCATOR-3	MALIBU ELEMENTARY SCHOOL	New	75
22-230	PARAEDUCATOR-3	JOHN ADAMS MIDDLE SCHOOL	Vac	75
22-238	PARAEDUCATOR-3	SMASH (ALTERNATIVE) SCHOOL	Vac	75
22-241	PARAEDUCATOR-3	SANTA MONICA HIGH SCHOOL	Vac	81.25
22-246	PARAEDUCATOR-3	MALIBU HIGH SCHOOL	Vac	75
22-250	PARAEDUCATOR-3	SMASH (ALTERNATIVE) SCHOOL	Vac	75
22-261	PARAEDUCATOR-3	MCKINLEY ELEMENTARY SCHOOL	Vac	75
22-256	PAYROLL SPECIALIST	FISCAL SERVICES	New	100
22-257	PHYSICAL ACTIVITIES SPECIALIST	FRANKLIN ELEMENTARY SCHOOL	Vac	75

22-264	PHYSICAL ACTIVITIES SPECIALIST	ROOSEVELT ELEMENTARY SCHOOL	Vac	75
22-262	SENIOR BUYER	PURCHASING/WAREHOUSE	Vac	100
22-247	SENIOR OFFICE SPECIALIST	WILL ROGERS LEARNING ACADEMY	Vac	50
22-169	SPORTS FACILITY ATTENDANT	FACILITY USE DEPARTMENT	Vac	37.5
22-226	SYSTEMS ANALYST	EDUCATIONAL SERVICES	New	100
22-263	TECHNICAL THEATER TECHNICIAN	FACILITY USE DEPARTMENT	Vac	100

Filled Requisitions (6/9/2022)

Req Number	Req Title	Department	Date of Accepted Job Offer
22-242	HEALTH OFFICE SPECIALIST	MCKINLEY ELEMENTARY SCHOOL	5/12/2022
22-184	PARAEDUCATOR-3	FRANKLIN ELEMENTARY SCHOOL	5/25/2022
22-222	PARAEDUCATOR-3	CDS - LINCOLN	5/25/2022
22-239	TECHNICAL THEATER TECHNICIAN	FACILITY USE DEPARTMENT	5/20/2022
22-193	TECHNOLOGY SUPPORT ASSISTANT	INFORMATION SERVICES	5/9/2022
22-258	TECHNOLOGY SUPPORT ASSISTANT	INFORMATION SERVICES	5/20/2022

**Classified Personnel – Merit
5/19/22**

NEW HIRES

		<u>EFFECTIVE DATE</u>
Beam, Carley Education Technology Services	Technology Support Assistant 8 Hrs/12-Mo/Range: 40 Step: A	3/1/22
Cervera, Katherine Muir ES	Physical Activities Specialist 4 Hrs/SY/Range: 28 Step: A	3/14/22
Ibrahim, John Purchasing	Senior Buyer 8 Hrs/12-Mo/Range: 43 Step: A	5/2/22
Jones, Jennifer Roosevelt ES	Senior Office Specialist 8 Hrs/10-Mo /Range: 27 Step: A	3/14/22
Leon Reyes, Rabian Edison LA	Physical Activities Specialist 6 Hrs/SY/Range: 28 Step: A	3/14/22
Linskey, Kenneth Franklin ES	Instructional Assistant-Classroom 3.6 Hrs/SY/Range: 20 Step: B	5/4/22
Murcia, Karina Special Ed-Muir ES	Paraeducator-1 6 Hrs/SY/Range: 22 Step: A	5/2/22
Villanueva, Nallely Edison LA	Instructional Assistant-Bilingual 3 Hrs/SY/Range: 22 Step: A	5/2/22

LIMITED TERM

		<u>EFFECTIVE DATE</u>
Benton, Vanessa Grant ES	Campus Monitor 3 Hrs/SY/Range: 13 Step: F	2/11/22-6/9/22
Brown, Steve Operations	Custodian 8 Hrs/12 Mo/Range: 26 Step: F	11/1/21-6/30/22
Hendricks, David Operations	Custodian 8 Hrs/12 Mo/Range: 26 Step: F	11/1/21-6/30/22

PROMOTION

		<u>EFFECTIVE DATE</u>
Bennett, Matthew Special Ed-Malibu HS	Paraeducator-3 6 Hrs/SY/Range: 28 Step: D From: Paraeducator-1: 6 Hrs/SY	4/18/22
Ridley, Latresse Special Ed-Roosevelt ES	Paraeducator-3 6 Hrs/SY/Range: 28 Step: D From: Paraeducator-1: 6 Hrs/SY	4/18/22
Ridley, Tischa FNS-Adams MS	Site Food Services Coordinator 7 Hrs/SY/Range: 31 Step: A From: Cafeteria Worker II: 7 Hrs/SY	4/18/22

BILINGUAL DIFFERENTIAL

		<u>EFFECTIVE DATE</u>
Gutierrez, Cindy Student Services-Rogers ES	Health Office Specialist 6 Hrs/10-Mo/Range: 27 Step: E	3/1/22
Kyle, Yvonne Educational Services	Senior Administrative Assistant 8 Hrs/12-Mo/Range: 38 Step: F	3/1/22

RE-STATEMENTCline, Wendy
FNS-Malibu ESCafeteria Worker II
5.5 Hrs/SY/Range: 19 Step: F**EFFECTIVE DATE**

4/28/22

Klein, Barbara
Franklin ESInstructional Assistant-Classroom
3.8 Hrs/SY/Range: 20 Step: D

5/2/22

TEMP/ADDITIONAL ASSIGNMENTSCareaga, Esmeralda
Facility Improvement ProjectsCommunication Specialist
[overtime; FIP projects]**EFFECTIVE DATE**

2/1/22-6/30/22

Griffis, Crystal
Santa Monica HSInstructional Assistant-Physical Education
[overtime; student support]

4/18/22-6/30/22

Mansfield, Michelle
Edison LAInstructional Assistant-Bilingual
[additional hours; student leadership teamwork assistance]

3/16/22-6/8/22

Ward, Allison
Educational ServicesSenior Office Specialist
[additional hours; Aeries staff training]

3/29/22

PROFESSIONAL GROWTHRodriguez, Cecilia
CDS-Edison LA

Children's Center Assistant-2

EFFECTIVE DATE

5/1/22

LATERAL TRANSFERGriffis, Crystal
Santa Monica HSInstructional Assistant-Physical Education
8 Hrs/SY/Santa Monica HS
From: Paraeducator-1: 6.5 Hrs/SY/Special Ed-Santa Monica HS**EFFECTIVE DATE**

4/18/22

LEAVE OF ABSENCE (PAID)Manjarrez, Lisette
Special Ed-Santa Monica HSParaeducator-2
Medical/FMLA/CFRA**EFFECTIVE DATE**

3/4/22-5/20/22

Walker, Louis
Operations-Santa Monica HSCustodian
Medical/FMLA/CFRA

4/4/22-5/12/22

WORKING OUT OF CLASSDe La Rosa, Johanna
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison**EFFECTIVE DATE**

8/23/21-6/30/22

Diaz, Erika
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison

8/23/21-6/30/22

Dixon, Guadalupe
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison

8/23/21-6/30/22

Gardea - Perez, Guadalupe
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison

8/23/21-6/30/22

Johnson, Mayra
Santa Monica HSTranslator/Interpreter
From: Children's Center Assistant-2

8/23/21-6/30/22

Rams, Florencia
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison

8/23/21-6/30/22

Rodriguez, Maria
Santa Monica HSTranslator/Interpreter
From: Bilingual Community Liaison

8/23/21-6/30/22

Uliantzeff, Elena Santa Monica HS	Translator/Interpreter From: Bilingual Community Liaison	8/23/21-6/30/22
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Vila, Florinda Santa Monica HS	Translator/Interpreter From: Bilingual Community Liaison	8/23/21-6/30/22
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RESIGNATION

Dorn, Heidi
Student Services-Roosevelt ES

Health Office Specialist

EFFECTIVE DATE

5/24/22

Ibrahim, John
Purchasing

Senior Buyer

5/3/22

**Classified Personnel – Merit
6/2/22**

NEW HIRES

		<u>EFFECTIVE DATE</u>
Davidson, Jessica McKinley ES	Instructional Assistant-Classroom 3 Hrs/SY/Range: 20 Step: B	5/10/22
Fuller, Michelle Operations-Olympic HS	Custodian 8 Hrs/12 Mo/Range: 26 Step: A	5/18/22
Mulligan, Tiffany Webster ES	Campus Monitor 1 Hrs/SY/Range: 13 Step: F	4/18/22

LIMITED TERM

		<u>EFFECTIVE DATE</u>
Cervera, Katherine Muir ES	Physical Activities Specialist 4 Hrs/SY/Range: 28 Step: A	3/14/22-6/9/22
Gonzalez, Moises Rogers ES	Instructional Assistant-Classroom 4.5 Hrs/SY/Range: 20 Step: B	3/18/22-6/9/22
Wallace, Joani Fiscal & Business Services	Senior Administrative Assistant 8 Hrs/12 Mo/Range: 38 Step: A	1/3/22-6/30/22

PROMOTION

		<u>EFFECTIVE DATE</u>
Moreno, Rosa FNS-Edison LA	Cafeteria Worker II 6.25 Hrs/SY/Range: 19 Step: E From: Cafeteria Worker I: 3 Hrs/SY	4/18/22

RE-INSTATEMENT

		<u>EFFECTIVE DATE</u>
Drayden, Anthony Special Ed-Santa Monica HS	Paraeducator-1 6.5 Hrs/SY/Range: 22 Step: D	5/16/22

TEMP/ADDITIONAL ASSIGNMENTS

		<u>EFFECTIVE DATE</u>
Coffey, Bud Facility Use	Audience Services Coordinator [overtime; Facility Use events support]	7/1/21-6/30/22
Gaglione, Lisa Lincoln MS	Senior Office Specialist [overtime; student registration assistance]	6/15/22-6/30/22
Gutierrez, Nallely Lincoln MS	Bilingual Community Liaison [overtime; simultaneous interpretation]	12/1/21-6/17/22
Hernandez, Patricia Lincoln MS	Senior Office Specialist [overtime; student registration assistance]	6/15/22-6/30/22
Ramos, Margaret Lincoln MS	Instructional Assistant-Bilingual [additional hours; mindfulness lesson support]	1/3/22-6/9/22
Ridley, Latresse Special Ed-Roosevelt ES	Paraeducator-3 [additional hours; after school student care]	4/18/22-6/9/22
Yoshioka, Mike Lincoln MS	Senior Office Specialist [overtime; student registration assistance]	6/15/22-6/30/22

PROFESSIONAL GROWTHBarrett, Kenny
Education Technology Services

Technology Support Assistant

EFFECTIVE DATE

6/1/22

Burton, Jerome
Operations

Custodian

6/1/22

Sebastiani Pozu, Juan
Grounds

Gardener

6/1/22

CHANGE IN ASSIGNMENTClarke, Emily
Special Ed-Adams MSParaeducator-1
6 Hrs/SY
From: 5 Hrs/SY/Special Ed-Adams MS**EFFECTIVE DATE**

5/2/22

LEAVE OF ABSENCE (PAID)Abramson, Neal
TransportationDirector - Transportation
FMLA (Intermittent)**EFFECTIVE DATE**

4/18/22-10/18/22

Bracey, Kendra
Special Ed-Malibu ESParaeducator-1
Medical

5/9/22-6/9/22

Colula Moncada, Anilu
Special Ed-Santa Monica HSParaeducator-3
CFRA

5/3/22-6/9/22

Holloway, Shirlene
FNS-Santa Monica HSCafeteria Worker I
Medical/FMLA/CFRA

4/15/22-6/9/22

LEAVE OF ABSENCE (UNPAID)Waterford-Bailey, Elzamarco
Rogers ESInstructional Assistant - Classroom
Child Care**EFFECTIVE DATE**

4/18/22-6/9/22

WORKING OUT OF CLASSAspron, Alexandra
Adams MSTranslator/Interpreter
From: Bilingual Community Liaison**EFFECTIVE DATE**

12/16/21-6/9/22

Walker, Christine
OperationsCustodian
From: Paraeducator-1

8/19/21-6/9/22

ABOLISHMENT OF POSITIONOffice Specialist
8 Hrs/12 Mo/Santa Monica HS**EFFECTIVE DATE**

9/1/21

Paraeducator-3
6 Hrs/SY/Special Ed-Grant ES

7/11/19

SUSPENSION WITHOUT PAY

NE3173002

Senior Office Specialist

EFFECTIVE DATE

5/3/22; 5/25/22; 6/1/22

RESIGNATIONBasha, Arsanios
Special Ed-Grant ES

Paraeducator-3

EFFECTIVE DATE

5/31/22

Diaz, Erika
McKinley ES

Bilingual Community Liaison

4/15/22

Gaylor, Amanda Student Services-Adams MS	Health Office Specialist	5/13/22
Gonzalez, Maya Special Ed-Malibu HS	Paraeducator-3	4/12/22
Martinez, Sandra Student Services-McKinley ES	Health Office Specialist	4/29/22
Rivas, Jose Maintenance	Plumber	4/18/22

RETIREMENT

Bernadou, Michelle
Malibu Pathway

Administrative Assistant

EFFECTIVE DATE

4/19/22

**Classified Personnel – Non-Merit
6/2/22**

STUDENT WORKER - WORKABILITY

Soleymani, Camille	Special Education	5/2/22-12/31/24
Tensay, Kedus	Special Education	2/18/22-12/31/23

TECHNICAL SPECIALIST – LEVEL III

Gonzalez, Juan	Santa Monica HS [Color Guard Instructor-SMAPA Band] - Funding: Santa Monica Arts Parents Association	8/2/21-6/9/22
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**SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
MEETING CALENDAR
2021 – 2022**

Date	Time	Location	Notes
2021			
July 14, 2021	4:30 p.m.	Zoom	
August 11, 2021	4:30 p.m.	Zoom	
September 8, 2021	4:30 p.m.	Zoom	
October 13, 2021	4:30 p.m.	Zoom	
November 10, 2021	4:30 p.m.	Zoom	
December 8, 2021	4:30 p.m.	Zoom	
2022			
January 12, 2022	4:30 p.m.	Zoom	
February 9, 2022	4:30 p.m.	Zoom	
March 9, 2022	4:30 p.m.	Zoom	
April 20, 2022	4:30 p.m.	Zoom	Budget – First Reading Moved to 4/20/22 due to Spring Break
May 11, 2022	4:30 p.m.	Zoom	Budget – Public Hearing and Adoption
June 8, 2022	4:30 p.m.	Zoom	



School Board Meeting Dates

Meetings take place on Thursdays in the District Board Room: 1651 16th Street, Santa Monica, CA 90404 or

Malibu City Council Chambers: 23825 Stuart Ranch Road, Malibu, CA 90265

Closed Session begins at 4:30 p.m.

Public Meetings begin at 5:30 p.m.

(Meeting dates and locations are subject to change.)

School Board Meetings: 2021-2022

Thurs., July 15, 2021 District Office Hybrid
Thurs., August 12, 2021 District Office A
Tues., August 26, 2021 District Office Special Meeting
Thurs., September 2, 2021 District Office A
Wed., September 22, 2021 District Office B
Thurs., October 7, 2021 Malibu A
Thurs., October 21, 2021 District Office B
Thurs., November 4, 2021 Malibu A
Thurs., November 18, 2021 District Office B
Thurs., December 9, 2021 District Office Special Meeting
Thurs., December 16, 2021 District Office Hybrid
Thurs., January 13, 2022 District Office Hybrid
Tues., January 18, 2022 District Office Special Meeting
Thurs., February 3, 2022 Malibu A
Thurs., February 17, 2022 District Office B
Thurs., March 3, 2022 District Office A
Thurs., March 17, 2022 Malibu B
Tues., March 22, 2022 District Office Special Meeting
Thurs., April 21, 2022 District Office Hybrid
Thurs., May 5, 2022 Malibu A
Thurs., May 19, 2022 District Office B
Thurs., June 2, 2022 District Office A
Thurs., June 23, 2022 District Office Special Meeting
Thurs., June 30, 2022 District Office B

Meeting Format Structures:

Meeting "A"

1. Closed Session
2. Commendations/Recognitions
3. Study Session
4. Communications
5. Executive Staff Reports
6. Consent Calendar
7. General Public Comments (max. 30 minutes)
8. Discussion Items (as needed)
9. Major Items
10. Continuation of General Public Comments (if needed)

Meeting "B"

11. Closed Session
12. Consent Calendar
13. Study Session
14. Discussion Items
15. Major Items (as needed)
16. General Public Comments

Hybrid of "A" and "B"

17. Closed Session
18. Commendations/Recognitions
19. Study Session
20. Communications
21. Executive Staff Reports
22. Consent Calendar
23. General Public Comments (max. 30 minutes)
24. Discussion Items
25. Major Items
26. Continuation of General Public Comments (if needed)

The 16th annual Classified Employee Celebration

Remember you are appreciated year-round!

This year's event was sponsored by SEIU Local 99, [Schools First Credit Union](#) and SMMUSD Management.

Generous Donations provided by [Sweetfin](#) and [Neli's Restaurant](#)

1	Costco	\$100.00	Sally Anderson	Senior Office Specialist
2	Amazon	\$100.00	Marc Overton	Technology Support Assistant
3	Amazon	\$100.00	Vanina Zalazar	Lead translator
4	Catalina Express	\$100.00	Miguel Vazquez Gomez	Custodian
5	Solita	\$50.00	Erin Urbina	Health Office Specialist
6	Soilta	\$50.00	Kyrie Willie	IA - Classroom
7	Lucille's	\$50.00	Elena Perez	Accountant
8	Lucille's	\$50.00	Marlen Avalos	Senior Office Specialist
9	Lucille's	\$50.00	Sheralynn Jackson	Paraeducator 1
10	Fresh Brother's	\$50.00	Wendy Cline	Cafeteria Worker II
11	Fresh Brother's	\$50.00	Katriuna Jagoda	Occupational Therapist
12	CPK	\$50.00	Mindy Friedenber	Paraeducator 1
13	CPK	\$50.00	Ashley Hatchett	IA - Classroom
14	Spa Finder	\$50.00	Chris Diaz	Senior Buyer
15	Spa Finder	\$50.00	Katy Larios	Senior Office Specialist
16	Sweetfin (virtual card)	\$50.00	Nidra Winger	Health Office Specialist
17	Sweetfin (virtual card)	\$50.00	Karla Araya	Paraeducator 1
18	SpaFinder	\$50.00	Lisa Montoya	Administrative Assistant
19	SpaFinder	\$50.00	Peiyi (Eve) Wallace	IA - Classroom
20	CPK	\$50.00	Sima Shahmoradi	Campus Monitor
21	CPK	\$50.00	Peter Bakhyt	Cafeteria Worker/Transporter
22	Ralphs	\$50.00	Monica Gonzalez	Paraeducator 3
23	Ralphs	\$50.00	Maria Olmos	Senior Office Specialist
24	Trader Joe's	\$25.00	Rexanne Burnham	Paraeducator 1
25	Sees	\$25.00	Robin Suzanne Levy	Paraeducator 3
26	Sees	\$25.00	Julio Alba	Technology Support Assistant
27	Target	\$25.00	Maria Guadalupe Nunez	Campus Monitor
28	Target	\$25.00	Brenda Miller	Health Office Specialist
29	Target	\$25.00	Kimberley Curry Blue	Administrative Assistant
30	Target	\$25.00	Tawny Payton	Paraeducator 3
31	Trader Joe's	\$25.00	Jenny Nicolas	Accounting Assistant
32	Trader Joe's	\$25.00	Noreen Lazo	Paraeducator 3
33	Trader Joe's	\$25.00	Vincent Hamon	Translator/Interpreter
34	Trader Joe's	\$25.00	Kenny Zigler	IA - Classroom
35	Sweetfin	\$20.00	Jenny Chew	Administrative Assistant
36	Sweetfin	\$20.00	Julie Bechtloff	Accounting Technician

37	Sweetfin	\$20.00	Julie Younan	Human Resources Technician
38	Nelli's	\$15.00	Jessica Rene Pannu	Cafeteria Worker I
39	Nelli's	\$15.00	Diane Sullivan	Administrative Assistant
40	Nelli's	\$15.00	Magdalena Ayala	Health Office Specialist
41	Nelli's	\$15.00	Guadalupe "Lupita" Dixon	Bilingual Community Liaison
42	Nelli's	\$15.00	Theresa "Terri" Reuther	Paraeducator 1
43	Nelli's	\$15.00	Rizk Rizk	Payroll Specialist
44	Starbucks	\$10.00	Denise Griffis	Cafeteria Worker I
45	Starbucks	\$10.00	Sabrina Kachurka	Cafeteria Worker II
46	Starbucks	\$10.00	Alice Villagomez	IA - Classroom
47	Starbucks	\$10.00	Brenda Carrillo	Administrative Assistant
48	Starbucks	\$10.00	Jenelle Beekman	Senior Office Specialist
49	Starbucks	\$10.00	Devon Boothby	Senior Buyer
50	Starbucks	\$10.00	Terrie Itomura	Computer Operator
51	Starbucks	\$10.00	Maria Theresa Cerdon	Accounting Technician
52	Starbucks	\$10.00	Noelle Sandoval	Senior Office Specialist
53	Starbucks	\$10.00	Yvette Martin	Occupational Therapist
54	Starbucks	\$10.00	Mele Leveaux	Student Outreach Specialist
55	Chick-fil-a	\$10.00	Angelica Bustamante	Cafeteria Worker- Cook Baker
56	Chick-fil-a	\$10.00	Gerardo Rodriguez	Elementary Library Coordinator
57	Chick-fil-a	\$10.00	Luz Reynolds	IA - Classroom
58	Chick-fil-a	\$10.00	Estella Mata	Administrative Assistant
\$1,925 in Prizes				

VII. Personnel Commission Business:

B.01 Future Items:

Subject	Action Steps	Tentative Date

VIII. Next Regular Personnel Commission Meeting:

Wednesday, July 13, 2022, at 4:30 pm, *via Zoom*

IX. Public Comments for Closed Session Items Only:

X. Closed Session:

XI. Adjournment: