

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
Personnel Commission Meeting

**AGENDA**

Thursday, June 13, 2019 4:45 p.m.

**Human Resources Conference Room**

Please note  
change of start  
time.

- 1.0 Opening Ceremony
  - 1.1 Call to Order
  - 1.2 Roll Call
    - Member Marci McFadden
    - Member Diane Bensberg
    - Member Dr. Manny Nuñez
  - 1.3 Pledge of Allegiance
  - Speaker Cards
- 2.0 Approval of Agenda and Minutes
  - 2.1 Agenda-June 13, 2019
  - 2.2 Unapproved Minutes- May 30, 2019
- 3.0 Reports
  - 3.1 Commissioners' Report
  - 3.2 Director's Report
  - 3.3 Correspondence: CSPCA Annual Conference – February 20-22, 2020
  - 3.4 Reports
    - Board reports summary: None
- 4.0 Consent Agenda ..... ACTION
  - 4.1 Eligibility Lists (Established)  
Information concerning the Consent item(s) listed above has been forwarded to each Commission Member prior to this meeting for his/her study. Unless a Commission Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Personnel Commission Members. The action taken in approving Consent items is set forth in the explanation of the individual item(s).
- 5.0 Old Business
  - 5.1 Personnel Commission Meeting Dates 2019/2020.....INFORMATION/ACTION
- 6.0 New Business
  - 6.1 Second Reading and Adoption – Revised PC Rule and Regulation
    - Chapter 16 Layoff .....DISCUSSION
  - 6.2 Reclassifications.....INFORMATION
    - A. Alejandra Rocha.....INFORMATION/ACTION
    - B. Kelly Hensen.....INFORMATION/ACTION
    - C. Alicia Jara.....INFORMATION/ACTION
  - 6.3 Revised Class Description – Behaviorist.....INFORMATION/ACTION
  - 6.4 Revised Class Description – Lead Behaviorist.....INFORMATION/ACTION

7.0 Public Input (Non-Agenda Items)

Public comments will be allowed. The Commission will recognize any member of the audience not on the agenda and wishing to speak on a matter directly related to Personnel Commission business. The Commission may allot time to those wishing to speak, but no action will be taken on matters presented. If appropriate, the Commission may direct that a matter be referred to the Director's Office for further review.

8.0 Items for discussion at next meeting

9.0 Next meeting date – July 18, 2019

10.0 Adjournment

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Personnel Commission Meeting

**(Unapproved Minutes)**

Thursday, May 30, 2019

**Human Resources Conference Room**

- 1.0 Opening Ceremony
  - 1.1 Call to Order 5:30 p.m. Marci McFadden
  - 1.2 Roll Call
    - Present
    - Member Marci McFadden
    - Member Diane Bensberg
    - Absent
    - Member Dr. Manny Nuñez
    - Staff Pam Shanks and Claudia Cordova
    - Guests Esther Morillo and Diana Martinez
  - 1.3 Pledge of Allegiance  
Speaker Cards
- 2.0 Approval of the Agenda
  - 2.1 5/30/19 Agenda  
Motion: Bensberg Second: McFadden Approved: 2/0/1
  - 2.2 4/18/19 Minutes  
Motion: Bensberg Second: McFadden Approved: 2/0/1
- 3.0 Reports
  - 3.1 Commissioners' Reports: *Commissioner Bensberg reported that she attended the St. Francis awards night. She presented the scholarship to Emily Garcia, daughter of Pamela Moreno, employee at Ann Soldo Elementary. Commissioner McFadden mentioned that Commissioner Nuñez attended the Aptos High School Awards night and presented the Scholarship to Grace Bockman, daughter of Charles Bockman, employee at Mar Vista Elementary.*
  - 3.2 Director's Report: *Director Shanks reported that she attended the awards nights at St. Francis with Commissioner Bensberg and also attended the Gilroy High School awards night at Hecker Pass Winery. For Gilroy High the award was given to Maggie Brinkman, daughter of Anna Brinkman, employee in HR. It was a nice event, very organized. Elvira Martinez from Watsonville High was there to award the CSEA Scholarship to Maggie Brinkman as well. She thanked the Commissioners for their generosity helping classified employees' children go to college. Ceiba college prep will be holding their awards night soon. We are closing up the school year, busy with Escape implementation and many recruitments.*
  - 3.3 Correspondence: *None*
  - 3.4 Reports: Board reports summary: April 24, 2019, May 8, 2019, May 22, 2019
- 4.0 Consent Agenda
  - 4.1 Eligibility List (Established)  
Motion: Bensberg Second: McFadden Approved: 2/0/1
- 5.0 Old Business: None

## 6.0 New Business

- 6.1 Classified School Employee Week/Employee Recognition/Retirement Celebration: *Director Shanks reported that California's legislature recognizes the important contributions of classified school employees and named the week of May 19-25<sup>th</sup>, Classified School Employee Week to honor those contributions. PVUSD honors classified employees week and highlights the importance of recognizing classified employees of our District and their valuable work. Our office has sent out 300 plus certificates and pins to all of our employees reaching milestone years.*
- 6.2 Public Hearing 2019/2020 Personnel Commission Annual Budget: *Personnel Commission Annual Budget Public Hearing open 5:41 PM: Commissioner Bensberg noted that there were no speakers to this agenda item and closed the public hearing at 5:42 PM*
- 6.3 2019/2020 Personnel Commission Annual Budget-2nd Reading and Adoption: *A motion was made to approve the 19/20 PC Budget and to move the Commissioners' stipends to the Mary Ann Gomez Scholarship fund account.*  
Motion: Bensberg                      Second: McFadden                      Approved: 2/0/1
- 6.4 First Reading- Revised PC Rule and Regulation Chapter 16 Layoff: *Director Shanks presented the 1<sup>st</sup> reading of the Rule and Regulation Chapter 16 Layoff. This rule is being changed to be aligned with changes in the law. Information only no action tonight.*
- 6.5 New Class Description- Director, Facilities & Construction: *This class description is being brought forward as a new job description for the Director of Facilities and Construction at the request of the district.*  
Motion: Bensberg                      Second: McFadden                      Approved: 2/0/1
- 6.6 New Class Description- Yard Duty Supervisor: *Due to the law AB2160, yard duty employees joined the classified service effective January 1<sup>st</sup>, 2019. This new job description for Yard Duty Supervisor will be established for recruiting purposes.*  
Motion: Bensberg                      Second: McFadden                      Approved: 2/0/1
- 6.7 New Class Description- School Bus Driver Trainee: *In collaboration with Transportation administration and CSEA, this job description is being brought forward to accommodate some of our bus driver trainees while they complete their bus driver licensing and help them through the process.*  
Motion: Bensberg                      Second: McFadden                      Approved: 2/0/1
- 6.8 Revised Class Description- Mental Health Clinician: *This job description is being brought forward to add 2 licenses (LCSW and LPCC) to the minimum qualifications to be able to screen in candidates.*  
Motion: Bensberg                      Second: McFadden                      Approved: 2/0/1



6.9 New Class Description- Physical Therapist: *This job description is being requested by our Special Ed Department. Currently this therapy for our special ed students is being provided by agency hires. This would bring the work into the District to be able to provide the physical therapy to those students to help support the IEP and their educational performance. The class description will be placed on the Professional Services Salary Schedule.*

Motion: Bensberg

Second: McFadden

Approved: 2/0/1

6.10 Personnel Commission Meeting Dates for 2019/2020: *This item is being tabled for next month so that Director Shanks can bring it back for further discussion.*

7.0 Public Input (Non-Agenda Items) *Esther Morillo invited the commissioners and staff to the Annual Relay For Life event in July at Watsonville High School.*

8.0 Items for Discussion at next meeting:  
Personnel Commission Meeting Dates for 2019/2020

9.0 Next meeting date: June 13, 2019 at 4:45 pm

10.0 Adjournment – 6:05 PM

Motion: McFadden

Second: Bensberg

Approved: 2/0/1

Distribution:

Personnel Commission

Dr. Michelle Rodriguez

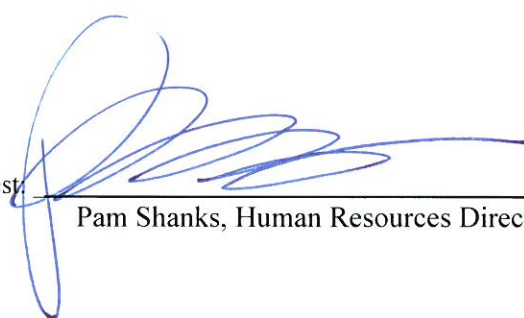
Governing Board

Expanded Cabinet

CSEA President and Representatives

PVUSD Schools

Attest:

  
\_\_\_\_\_  
Pam Shanks, Human Resources Director





## 2020 CSPCA Annual Conference

February 20-22, 2020

(Thursday-Saturday)

The Westin ST. Francis San Francisco

335 Powell St, San Francisco, CA 94102

Please join us for the 2020 CSPCA Annual Conference in San Francisco, CA. Don't miss this great opportunity to engage yourself in a variety of sessions, learn from great speakers, network with field experts, and have fun with colleagues.

**Register now to take advantage of our discounted rates!**

- Early Bird - \$575 available through December 15, 2019
- Late Registration - \$649 after December 15, 2019

[tinyurl.com/cspca2020](https://tinyurl.com/cspca2020)

Hotel Rates are guaranteed at \$199 per night for the first 175 CSPCA conference registrants and until January 31, 2020, whichever comes first.

[tinyurl.com/cspcahotel](https://tinyurl.com/cspcahotel)



California School Personnel Commissioners Association  
Supporting Education Through Merit



## FEATURED TOPICS

Metrics and Analytics

•

Developing Commission  
Rules & Regulations

•

Legal Updates

•

Employment Barriers

•

Workplace Gender  
Issues

•

Work-Life Balance Issues

•

Roundtables

## FEATURED SPEAKER

Kristine Kwong





## *Personnel Commission*

Item No: 5.1

**Date:** June 13, 2019

**Item:** Personnel Commission Meeting Dates for 2019/2020

**Overview:** Attached are the proposed meeting dates of the Personnel Commission for the 2019/2020 school year.

**Recommendation:** Approve the meeting dates of the Personnel Commission

**Prepared by:**

  
Pam Shanks, Director of Human Resources





## *Personnel Commission*

### **Meeting Dates for 2019/2020**

**4:30 p.m.**

**(unless otherwise noted on the posted agenda)**

**Human Resources Conference Room**

July 18, 2019

August 22, 2019

September 19, 2019

October 17, 2019

November 14, 2019

December 12, 2019

January 16, 2020

February 20, 2020

March 19, 2020

April 16, 2020

May 21, 2020

June 18, 2020

Please call 831-786-2145 should you have any questions.



## *Personnel Commission*

Item No: 6.1

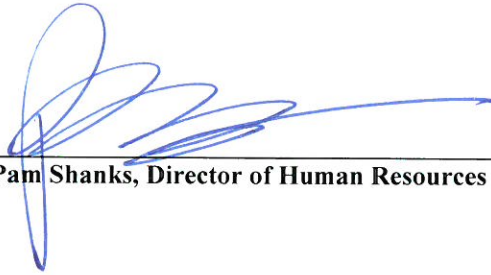
**Date:** June 13, 2019

**Item:** Second Reading and Adoption- Revision of Personnel Commission Rules & Regulations Chapter 16

**Overview:** Personnel Commission Rules & Regulations Chapter 16 "Layoff" needs to be revised to reflect changes in the law. Please see revised language on the attached document.

**Recommendation:** Staff recommends approval of the revision of Rules & Regulations Chapter 16 as presented.

**Prepared by:**

  
\_\_\_\_\_  
Pam Shanks, Director of Human Resources

# CHAPTER 16

## LAYOFF

### 16.0 DEFINITIONS

A. **EMPLOYEE:** An employee for the purpose of this article is a person who has gained permanency in the classified service.

B. **LAYOFF:** A layoff is a separation from the classified service for lack of work and/or lack of funds.

C. **SENIORITY:** Seniority for employees hired after July 1, 1971, shall be all hours in paid status while working in their present classification plus higher classifications, excluding overtime.

D. Seniority for employees hired on or after July 1, 1994, shall be based upon date of hire. Seniority for pre-July 1994 continuing employees shall be established based upon hours in paid status including 1994 summer school hours.

DE. **VOLUNTARY LAYOFF:** Voluntary layoff is employee consent to a reduction of hours or to an assignment to a lower classification in lieu of layoff.

### 16.1 LAYOFF PROCEDURES

A. **LAYOFF PROCEDURES:** Whenever because of lack of work or lack of funds it becomes necessary to layoff permanent or probationary employees, such layoffs shall be conducted in accordance with the procedures set forth as follows in accordance with E.C. 45117, 45298, and 45308.

1. Classified employees shall be subject to layoff for lack of work and/or lack of funds as determined by the Governing Board.
2. An employee may voluntarily consent to a reduction in hours of employment in order to avoid layoff.
3. The employee with the least seniority in the affected classification plus seniority accrued from serving in a higher classification shall be laid off first.

#### B. NOTICE

1. A written notice of layoff shall be given to affected employees no later than ~~thirty (30)~~sixty (60) days prior to the effective date of the layoff.
2. Employees employed in specially funded programs terminating at the end of the school year shall be given written notice on or before ~~May 29~~April 29, of their termination effective June 30. Employees employed in specially funded programs terminating at a date other than June 30th shall be given written notice of termination no less than ~~thirty (30)~~sixty (60) days prior to the effective date of their layoff.
3. The notice shall contain: the employee's displacement rights, if any; the employee's reemployment rights; and the employee's right to discuss the layoff with the Director of Personnel.

**REFERENCE:** Education Code Section 45117

### 16.2 DISPLACEMENT PROCEDURES

Employees laid off in one classification may bump into the following categories; however, such bumping is permissible provided their seniority is greater than those employees presently serving in the classification, which is being bumped:

1. An equal class.
2. A different class having substantially similar duties, responsibilities, qualifications, and the same salary range.



3. Or lower class for which they are competent and qualified to serve. An employee displaced from his/her classification as a result of being bumped shall have the same bumping rights as set forth in this section.

### 16.3 REEMPLOYMENT RIGHTS

The names of employees laid off shall be placed on reemployment lists in ~~the reverse order of layoff~~seniority order. Involuntary layoff shall continue for thirty-nine (39) months from the date of layoff. The names of employees who took voluntary reassignments in lieu of layoff shall be placed on reemployment lists for an additional twenty-four (24) months.

Reemployment shall be in ~~the reverse order of layoff~~seniority order. Offers of reemployment shall be made on the basis of reemployment lists based on the highest seniority.

An employee who is laid off and elects retirement from the Public Employee's Retirement System (PERS) shall be placed on a reemployment list. The District shall notify PERS that retirement was due to layoff. Should the employee subsequently accept, in writing, reemployment, the District shall maintain the vacancy until PERS has properly processed the request for reinstatement from retirement.

An employee who personally receives notice of reemployment shall have ~~seven (7)~~ten (10) working days ~~after receipt of an offer to accept employment~~to respond. Failure to do so will indicate rejection of the offer. Employees notified by certified mail shall have eight (8) working days after the notice has been sent, by the District, to their last address of record by certified mail to respond to a notice of reemployment. Failure to do so will indicate rejection of the offer.

An employee on a reemployment list may decline three (3) offers of reemployment in his/her former classification. After the third refusal no additional offers need be made and his/her name shall be removed from the reemployment list.

Refusal of an offer of limited term employment shall not affect the standing of any employee on a ~~layoff~~reemployment list.

Employees on ~~layoff~~reemployment lists shall be eligible to compete in promotional examinations for which they qualify.

**REFERENCE:** Education Code Sections 45308, 45114, 45117, 45298, and 45115

CHAPTER 16 – APPROVED BY THE PERSONNEL COMMISSION XX/XX/2019



## *Personnel Commission*

Item No: 6.2

**Date:** June 13, 2019

**Item:** Reclassification Process

**Overview:** The reclassification process is outlined in the Personnel Commission Rules and Regulations 4.6. “The only basis for reclassification of a position shall be a **significant change in job duties through a gradual accretion of duties.**”

The following areas are examined as each employee’s request is reviewed:

1. Has the employee been in the same assignment (not classification) for a minimum of two years and has the gradual accretion of duties occurred during at least two years in the assignment?
2. Specific duties with clear and concise backup included in the reclassification packet submitted by the employee.
3. Determine the level of complexity of duties performed by the employee.
4. Match each duty in the packet to the appropriate job duty listed in the class description.
5. Determine if there is an existing class description in which the duties presented fit within, or if a new class description needs to be created because one does not exist.
6. If a new class description needs to be created, it needs to be determined where that fits within the job families and job structure as determined by the Personnel Commission.

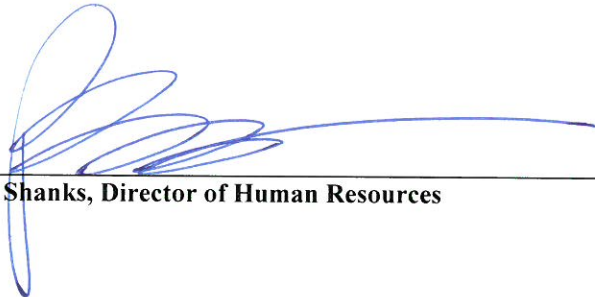
The following areas are NOT a determination when reviewing reclassification requests:

1. Volume of work performed by the employee
2. Rewarding performance of individual employees
3. How long employees have worked for the District (other than looking at the minimum of two years’ requirement of working in the position from which the employee is asking to be reclassified)
4. Looking only at salary placement of an employee when all the duties they perform are within the scope of work in their current class description (salary alignment changes are made when a salary survey is conducted of all positions within the District in order to maintain internal alignment)

The areas examined when looking at reclassification requests or when reviewing class descriptions in general are level of complexity, responsibility, knowledge needed, special skills required, and abilities necessary to perform the duties of the position. Additionally, class descriptions are meant to serve as a tool to describe the summary, nature and scope, distinguishing characteristics, essential types of duties, and qualifications. Since one of the uses of class descriptions is for recruiting for vacancies in the District, they are created using broad language. The specifics and details of a position and how to perform the major functions falls within the department or site to establish a working manual for the position.

It should also be noted that while we have very talented classified employees who may possess knowledge, skills, and abilities above and beyond their classification, it is not necessarily what may be needed in the position should the position become vacant. Determining the appropriate classification of a position is based on District need balanced with the gradual accretion of duties that have been assigned to an employee over a period of a minimum of two years. This is what will determine the recommendation of the reclassification requests brought before you this evening.

**Prepared by:**



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**Pam Shanks, Director of Human Resources**





## *Personnel Commission*

Item No: 6.2 A

**Date:** June 13, 2019

**Item:** Reclassification request for Alejandra Rocha

**Overview:** Alejandra Rocha has submitted a request to be reclassified. Ms. Rocha is currently an Instructional Assistant Moderate/Severe in the Special Education Department.

- Ms. Rocha was hired as an Instructional Assistant Moderate Severe in Special Education on 8/12/2015.
- The attached Job Analysis (tasks #1-14) shows that the majority of the duties performed by Ms. Rocha do not fall with the scope of an Instructional Assistant Moderate/Severe.
- Staff conducted research in other districts and found that positions existed that focused more directly on the duties performed by Ms. Rocha - Braille transcription.
- Based on the packet submitted by Ms. Rocha and the Job Analysis completed by staff, Ms. Rocha was able to show that her position has had a gradual accretion of higher level duties for a minimum of two years, and therefore does meet the criterion for reclassification.
- In conclusion, it is recommended to reclassify Ms. Rocha due to the preponderance of duties submitted that fall within a different classification than she currently holds.

**Recommendation:** Staff recommends Ms. Rocha be reclassified to the classification Braille Transcriber due to the evidence submitted, which shows that the majority of duties performed fall within the scope of the new class description.

Staff also recommends that the Commission approve the attached new class description with placement on Range 42 of the Classified Salary Schedule and also place the new title in the Instructional Job Family.

**Prepared by:**

  
Pam Shanks, Director of Human Resources

Name of Incumbent: Alejandra Rocha-Hernandez  
Current Job Title: Instructional Assistant – Moderate/Severe  
Department or Site: SELPA

Requested Title: **Alternative Media Specialist – Visually Impaired**  
Requested Range:

**Notes:** Alejandra has been an Instructional Assistant – Moderate/Severe since 7/1/2014. In her notes she states that the change to her new responsibilities was immediate.

Task	Job Description	Duty as it is written in job descriptions
1. Office Duties (Several x per hr)	<p>This task is within the scope of work of the <b>IA Moderate/Severe</b> classification.</p> <p>This task is within the scope of the <b>Braille Transcriber</b> classification.</p>	<p><b>#20 IA MS</b> - Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.</p> <p><b>#21 IA MS</b> - Performs a variety of clerical duties such as scoring papers, recording grades, taking role, data collection, and preparation of paperwork related to the development of the IEPs.</p> <p><b>#10 BR TR</b> – Communicate with faculty, staff and various outside agencies to exchange information and resolve issues or concerns.</p>
2. Learn to use machines	<p>This task is within the scope of work of the <b>IA Moderate/Severe</b> classification.</p> <p>This task is within the scope of the <b>Braille Transcriber</b> classification</p>	<p><b>#20 IA MS</b> - Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.</p> <p><b>K&amp;A-</b></p> <p><b>#3 BR TR</b> - Utilize a Braille or computer and specialized software to scan, import, transcribe and adapt a variety of instructional materials and other documents into Braille according to established Braille guidelines: emboss, collate and bind Braille materials.</p>
3. Operate Braille Programs	<p>This task is within the scope of work of the <b>Braille Transcriber</b> classification.</p>	<p><b>#3 BR TR</b> - Utilize a Braille or computer and specialized software to scan, import, transcribe and adapt a variety of instructional materials and other documents into Braille according to established Braille guidelines: emboss, collate and bind Braille materials.</p>
4. Braille Transcribing	<p>This task is within the scope of work of the <b>Braille Transcriber</b> classification.</p>	<p><b>#5 BR TR</b> Translate Braille materials into printed words for teachers and other staff as needed; confer with teachers and other personnel concerning instructional materials and student needs; modify instructional materials to meet the individual needs of students as appropriate.</p>
5. Nemeth Math and Algebra Transcribing	<p>This task is within the scope of work of the <b>Braille Transcriber</b> classification.</p>	<p><b>#2 BR TR</b> -Prepare, format, transcribe and adapt instructional materials such as books, worksheets, tests, study materials, student assignments, homework and other materials for visually impaired students in accordance with established Braille translation guidelines.</p> <p><b>K&amp;A</b> – Nemeth Braille formatting, and related rules and guidelines</p>



<b>Task</b>	<b>Job Description</b>	<b>Duty as it is written in job descriptions</b>
6. Tactile Graphs	This task is within the scope of work of the <b>Braille Transcriber</b> classification.	<b>#7 BR TR</b> - Prepare raised-line drawings of graphs, maps, charts, diagrams, illustrations and other graphics according to instructional material content and student needs; record books onto tape as needed; utilize tap recorder.
7. Create Books/CVI	This task is within the scope of work of the <b>Braille Transcriber</b> classification.	<b>#6 BR TR</b> - Prepare materials and books for utilization at various school sites; distribute and collect materials; monitor and assess student needs to determine material requirements; modify instructional materials to meet the individual needs of students as appropriate.
8. Create Word and Excel Docs	This task is within the scope of work of the <b>Braille Transcriber</b> classification.	<b>K&amp;A</b> - Modern office practices, procedures and equipment
9. Keep track of Inventory lent out to student	This task is within the scope of work of the <b>Braille Transcriber</b> classification.	<b>#9 BR TR</b> - Monitor and maintain adequate inventory levels of large print and Braille books and materials as needed; research new materials; order, receive, process and distribute a variety of books and instructional materials for the visually impaired; collect and prepare books and materials for return. <b>K&amp;A</b> – Record-Keeping techniques
10. Place orders for materials	This task is within the scope of work of the <b>Braille Transcriber</b> classification.	<b>#9 BR TR</b> - Monitor and maintain adequate inventory levels of large print and Braille books and materials as needed; research new materials; order, receive, process and distribute a variety of books and instructional materials for the visually impaired; collect and prepare books and materials for return.
11. Assist Teachers	This task is within the scope of work of the <b>IA Moderate/Severe</b> classification.  This task is within the scope of work of the <b>Braille Transcriber</b> classification	<b>#8 BR TR</b> - Assist with the instruction of visually impaired students; work with and assist students individually with reading, art projects and various other learning activities; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
12. Home Visits	This task is within the scope of work of the <b>IA Moderate/Severe</b> classification.  This task is within the scope of work of the <b>Braille Transcriber</b> classification	<b>#8 BR TR</b> - Assist with the instruction of visually impaired students; work with and assist students individually with reading, art projects and various other learning activities; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
13.Translate in IEP's	This task is within the scope of work of the <b>IA Moderate/Severe</b> classification.	<b>#5 IA MS</b> - May be required to attend IEP meetings and assist with communication and translation.
14. Troubleshoot Technology	This task is within the scope of work of the <b>Braille Transcriber</b> classification	<b>#15 BR TR</b> -Participate in a variety of other assigned activities such as accompanying students on field trips, administering oral tests and arranging for equipment repairs.

**FINDINGS:** Nine of the fourteen tasks were found in the Braille Transcriber job description, five of the fourteen were found in both the IA Moderate/Severe and the Braille Transcriber job description.





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Instructional Assistant Moderate/Severe  
**Job Code:** 615  
**Department:** Special Services  
**Reports To:** Program Director, Principal or Certificated Teacher or Designee

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### **Summary** **SUMMARY**

Instructional Assistants Moderate/Severe perform a variety of duties in support of instructional activities for students who are enrolled in special education moderate/severe programs and/or mainstream classrooms.

### **N&S** **NATURE AND SCOPE**

Under the general direction of the assigned administrator and certificated staff member, supports the instructional program for special education students. Work is performed in a classroom, community, small group, or one-to-one or one-to-two environment. The Instructional Assistant Moderate/Severe applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings. Students who require one-to-one support require extensive assistance throughout the day in order to access their curriculum.

### **DC** **DISTINGUISHING CHARACTERISTICS**

This is a more specialized position than that of the Instructional Assistant Mild/Moderate. Instructional Assistants Moderate/Severe work with individuals and small groups of students who are enrolled in moderate or moderate/severe special education classes.. Students enrolled in moderate or moderate/severe classes are being instructed using an alternative functional academics/life skills curriculum or are being instructed using the general education core curriculum but with specialized instructional techniques, such as those used for students with autism or emotional disabilities. Instructional Assistants Moderate/Severe providing support in any of these settings are often required, after appropriate training, to administer medical procedures, provide instruction through use of specialized equipment and/or techniques, and work independently with a minimum of supervision in home, school, and community environments.

### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- #1** • Under the supervision of a certificated special education teacher or specialist assists in planning and conducting lessons and other classroom, small group, or one-to-one activities.
- #2** • If assigned to an itinerant position, may be required to visit sites independently and deliver small group and one-to-one or one-to-two instruction to special education students as designated by the

special education teacher or specialist.

- #3 • Assists certificated staff in the implementation of the students' Individualized Education Programs (IEPs).
- #4 • Applies specialized techniques/strategies such as community-based instruction, behavior intervention level systems, structured teaching, picture communication systems, large print materials, mobility training, Braille, and all types of assistive technology including assistive and augmentative communication systems, as required.
- #5 • May be required to attend IEP meetings and assist with communication and translation.
- #6 • Prepares instructional materials and cleans up after activities.
- #7 • May be assigned to work one-to-one or one-to-two with a student in a regular education or special education classroom or in the community.
- #8 • Consults with teachers, specialist and other school personnel concerning the instructional program and activities, the progress of students, and concerns about students. Collects and reviews student data such as strengths, methods, strategies best used for test scores. Distributes data to general education teachers in a timely manner.
- #9 • Consults with the teacher or specialist about necessary accommodations and/or modifications needed by individual students in the special and/or general education classroom.
- #10 • May supervise student(s) away from the school site without a certificated teacher present. May travel with students on public transportation and visit work sites.
- #11 • Observes and controls behavior of students according to approved procedures and/or individual behavior plans.
- #12 • Supervises students and assists in maintaining order on the yard, playground, lunch area, community-based settings, and during other school activities such as field trips.
- #13 • Monitors classroom activities when the teacher is briefly absent from the room. Accompanies students going from one location to another.
- #14 • With proper training and under the supervision of the School Nurse, may be required to perform medical procedures for students such as tube feedings, tracheostomy suctioning, catheterization, and monitoring the use of portable oxygen tanks.
- #15 • May assist with medical emergencies, perform first aid, and administer medication under the supervision of the School Nurse and following appropriate training.
- #16 • May assist students with personal hygiene activities such as toileting, diapering, and other personal care activities.
- #17 • Assists certificated staff in administering a variety of formal and informal assessments.



- #18 • Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives in preparation for IEP meetings. May be required to attend IEP meetings to share information about individual students.
- #19 • May be required to prepare and maintain a variety of confidential files and records for assigned program and/or students.
- #20 • Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.
- #21 • Performs a variety of clerical duties such as scoring papers, recording grades, taking role, data collection, and preparation of paperwork related to the development of the IEPs.
- #22 • Prepares bulletin board materials and decorates the classroom. Assists in maintaining a neat, orderly, and attractive learning environment.
- #23 • Performs other related duties in order to accomplish the objectives of the position.

### **QUALIFICATIONS**

- K&S Knowledge and Skills:** Requires knowledge of child development; basic understanding of general and special education alternative curriculum and instructional materials used in each of the basic subjects and at various grade levels; basic understanding of the special education program and its purpose; knowledge of subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading. Strong communication skills in both formal and informal settings are essential. Requires good record-keeping, clerical and computer skills.
- AB Abilities:** Requires the ability to plan learning activities and deliver instruction under the guidance of appropriate certificated staff, provide curriculum modifications and accommodations as requested for individual students, perform duties independently and with minimal supervision when working one-to-one or in community environments, perform simple clerical tasks, operate standard office and classroom machines and equipment, communicate satisfactorily in oral and written form, and establish and maintain effective working relationships with others. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.
- PA Physical Abilities:** Position involves light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), bending; occasional climbing, crawling or stooping; and use of medium weight tools and materials. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. Work may be performed in an indoor/outdoor environment. A pre-placement physical examination may be required.

## **QUALS**

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Completion of an AA degree and one (1) year of experience working with special needs individuals. Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

or

High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam provided by the District and one (1) year of experience working with special needs individuals. Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

**License and Certification:** First Aid and CPR Certification upon offer of employment and a valid California Driver's License.

**Special Requirements:** Must have a personal means of transportation to travel to various sites.



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### CLASS TITLE: BRAILLE TRANSCRIBER (DRAFT)

#### Basic Function

##### BASIC FUNCTION:

Under the direction of an assigned administrator and with direction from the teacher of the Visually Impaired, transcribe a variety of instructional materials into an appropriate media such as Braille, raised-line drawings and large type print for visually impaired students; prepare necessary materials for visually impaired students to receive regular school information.

#### Duties

##### REPRESENTATIVE DUTIES:

##### ESSENTIAL DUTIES:

- #1 Transcribe a variety of instructional materials into an appropriate media such as Braille, raised-line drawings and large type print; determine appropriate format for visually impaired students; assure materials are prepared in accordance with student needs and established time lines.
- #2 Prepare, format, transcribe and adapt instructional materials such as books, worksheets, tests, study materials, student assignments, homework and other materials for visually impaired students in accordance with established Braille translation guidelines.
- #3 Utilize a Braille or computer and specialized software to scan, import, transcribe and adapt a variety of instructional materials and other documents into Braille according to established Braille guidelines: emboss, collate and bind Braille materials.
- #4 Proofread, edit and verify accuracy of transcribed materials; type instructional materials, worksheets, homework assignments and other documents in large type print for partially sighted students; utilize a copier to enlarge documents to appropriate size.
- #5 Translate Braille materials into printed words for teachers and other staff as needed; confer with teachers and other personnel concerning instructional materials and student needs; modify instructional materials to meet the individual needs of students as appropriate.
- #6 Prepare materials and books for utilization at various school sites; distribute and collect materials; monitor and assess student needs to determine material requirements; modify instructional materials to meet the individual needs of students as appropriate.
- #7 Prepare raised-line drawings of graphs, maps, charts, diagrams, illustrations and other graphics according to instructional material content and student needs; record books onto tape as needed; utilize tap recorder.
- #8 Assist with the instruction of visually impaired students; work with and assist students individually with reading, art projects and various other learning activities; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- #9 May be assigned to work with a student in a regular education or special education classroom or in the community.

Approved by Personnel Commission: TBD



- #10 Monitor and maintain adequate inventory levels of large print and Braille books and materials as needed; research new materials; order, receive, process and distribute a variety of books and instructional materials for the visually impaired; collect and prepare books and materials for return.
- #11 Communicate with faculty, staff and various outside agencies to exchange information and resolve issues or concerns.
- #12 Operate a variety of specialized equipment including an embosser, binding machine, slate and stylus; drive a vehicle to conduct work.
- #13 Assist visually impaired students with computer lab learning activities as needed.
- #14 Maintain various records related to books and assigned activities.
- #15 Participate in a variety of other assigned activities such as accompanying students on field trips, administering oral tests and arranging for equipment repairs.
- #16 Observe and control behavior of students in the classroom according to approved procedures; monitor students during outdoor activities as needed; monitor and report progress regarding student performance and behavior.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**K&A**

**KNOWLEDGE OF:**

Methods, materials, equipment and techniques used in Braille transcription and the preparation of raised- line drawings and large type print.  
Grade 2 Braille, Nemeth Braille formatting, and related rules and guidelines.  
Operation of a computer and specialized Braille software.  
Practices and procedures involved in the instruction of visually impaired students.  
Proper operation and use of Braille and large print transcription equipment and machines.  
Basic subjects taught in District schools including arithmetic, reading, writing, grammar and spelling.  
Braille translation codes, rules, practices and guidelines.  
Learning issues and problems related to the visually impaired.  
Correct English usage, grammar, spelling, punctuation and vocabulary.  
Modern office practices, procedures and equipment.  
Interpersonal skills using tact, patience and courtesy.  
Oral and written communication skills.  
Record-keeping techniques.

**Approved by Personnel Commission: TBD**



**Abilities****ABILITY TO:**

Transcribe a variety of instructional materials into an appropriate media such as Braille, raised-line drawings and large type print for visually impaired students.  
Prepare necessary materials for visually impaired students to receive regular school information.  
Operate a variety of specialized equipment including a copier, Braille, embosser and book binding machine.  
Proofread, edit and verify accuracy of transcribed materials.  
Determine appropriate format of materials for visually impaired students.  
Operate a computer and specialized peripherals and software.  
Monitor and assess student needs to determine material requirements.  
Type or input data at an acceptable rate of speed.  
Establish and maintain cooperative and effective working relationships with others.  
Work independently with little direction.  
Meet schedules and time lines.  
Maintain various records and files.  
Communicate effectively both orally and in writing.  
Maintain regular and consistent attendance.

**Ed&Exp****EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from High School and 48 college units or the ability to pass an ESSA required exam provided by the District and two (2) years of experience working with special needs individuals in the areas of Braille and one (1) year experience transcribing materials into Braille.

**Lic&Cert**

**License and Certification:** Valid California driver's license.

**Special Requirements:** Must have a personal means of transportation to travel to various sites.

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

Office environment.  
Driving a vehicle to conduct work

**Phys. Demands****PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate specialized equipment and a computer keyboard. Hearing and speaking to exchange information.  
Seeing to read a variety of materials.  
Sitting for extended periods of time.  
Lifting, carrying, pushing or pulling moderately heavy objects as assigned by the position.  
Bending at the waist, kneeling or crouching

**Approved by Personnel Commission: TBD**



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2018-2019 SCHOOL YEAR

MINIMUM/MAXIMUM SALARY RANGE

Title	Range	Step 1		Step 2		Step 3		Step 4		Step 5		Step 6	
Accounting Specialist	40	3,212	/	18,46	3,372	/	19,38	3,541	/	20,35	3,718	/	21,37
Accounting Technician	44	3,544	/	20,37	3,722	/	21,39	3,908	/	22,46	4,103	/	23,58
Administrative Assistant I	41	3,292	/	18,92	3,457	/	19,87	3,630	/	20,86	3,811	/	21,90
Administrative Assistant II	42	3,374	/	19,39	3,543	/	20,36	3,720	/	21,38	3,906	/	22,45
Administrative Assistant III	43	3,457	/	19,87	3,630	/	20,86	3,811	/	21,90	4,002	/	23,00
Administrative Secretary I	35	2,838	/	16,31	2,981	/	17,13	3,130	/	17,99	3,287	/	18,89
Administrative Secretary II	37	2,982	/	17,14	3,132	/	18,00	3,289	/	18,90	3,454	/	19,85
Administrative Secretary III	40	3,212	/	18,46	3,372	/	19,38	3,541	/	20,35	3,718	/	21,37
Assessment Specialist	48	3,913	/	22,49	4,108	/	23,61	4,313	/	24,79	4,529	/	26,03
Attendance Specialist	40	3,212	/	18,46	3,372	/	19,38	3,541	/	20,35	3,718	/	21,37
Behavior Technician	41	3,292	/	18,92	3,457	/	19,87	3,630	/	20,86	3,811	/	21,90
Benefits Analyst	55	4,653	/	26,74	4,886	/	28,08	5,130	/	29,48	5,385	/	30,95
Benefits Specialist	48	3,913	/	22,49	4,108	/	23,61	4,313	/	24,79	4,529	/	26,03
Braille Transcriber	42	3,374	/	19,39	3,543	/	20,36	3,720	/	21,38	3,906	/	22,45
Buyer	46	3,724	/	21,40	3,910	/	22,47	4,105	/	23,59	4,310	/	24,77
Campus Safety & Security Office	34	2,768	/	15,91	2,908	/	16,71	3,054	/	17,55	3,207	/	18,43
Career Development Specialist I	44	3,544	/	20,37	3,722	/	21,39	3,908	/	22,46	4,103	/	23,58
Career Development Specialist II	46	3,724	/	21,40	3,910	/	22,47	4,105	/	23,59	4,310	/	24,77
Child Welfare & Attendance Analyst	55	4,653	/	26,74	4,886	/	28,08	5,130	/	29,48	5,385	/	30,95
Communications Technician	53	4,428	/	25,45	4,649	/	26,72	4,882	/	28,06	5,126	/	29,46
Community Service Liaison I	33	2,700	/	15,52	2,836	/	16,30	2,979	/	17,12	3,129	/	17,98
Community Service Liaison II	37	2,982	/	17,14	3,132	/	18,00	3,289	/	18,90	3,454	/	19,85
Custodian	35	2,838	/	16,31	2,981	/	17,13	3,130	/	17,99	3,287	/	18,89
Data Entry Assistant	34	2,768	/	15,91	2,908	/	16,71	3,054	/	17,55	3,207	/	18,43
Database Systems Analyst	54	4,540	/	26,09	4,766	/	27,39	5,004	/	28,76	5,255	/	30,20
Department Staff Accountant	52	4,320	/	24,83	4,536	/	26,07	4,762	/	27,37	5,001	/	28,74
Dispatcher	46	3,724	/	21,40	3,910	/	22,47	4,105	/	23,59	4,310	/	24,77
District Receptionist	33	2,700	/	15,52	2,836	/	16,30	2,979	/	17,12	3,129	/	17,98
District Student Attendance Info. Specialist	52	4,320	/	24,83	4,536	/	26,07	4,762	/	27,37	5,001	/	28,74
District Technology Support Technician	53	4,428	/	25,45	4,649	/	26,72	4,882	/	28,06	5,126	/	29,46
District Translator	40	3,212	/	18,46	3,372	/	19,38	3,541	/	20,35	3,718	/	21,37
District Warehouse Lead	39	3,134	/	18,01	3,290	/	18,91	3,456	/	19,86	3,628	/	20,85
Energy Management Technician	51	4,214	/	24,22	4,425	/	25,43	4,646	/	26,70	4,879	/	28,04
Executive Assistant	48	3,913	/	22,49	4,108	/	23,61	4,313	/	24,79	4,529	/	26,03
Family Services Advocate	36	2,909	/	16,72	3,055	/	17,56	3,209	/	18,44	3,369	/	19,36
Food & Nutrition Svcs Warehouse Lead	39	3,134	/	18,01	3,290	/	18,91	3,456	/	19,86	3,628	/	20,85
Food and Nutrition Services Assistant	28	2,387	/	13,72	2,507	/	14,41	2,633	/	15,13	2,765	/	15,89
Food and Nutrition Services Cook/Baker I	32	2,634	/	15,14	2,767	/	15,90	2,906	/	16,70	3,052	/	17,54
Food and Nutrition Services Cook/Baker II	34	2,768	/	15,91	2,908	/	16,71	3,054	/	17,55	3,207	/	18,43
Food and Nutrition Services Site Leader I	35	2,838	/	16,31	2,981	/	17,13	3,130	/	17,99	3,287	/	18,89
Food and Nutrition Services Site Leader II	36	2,909	/	16,72	3,055	/	17,56	3,209	/	18,44	3,369	/	19,36
Food and Nutrition Services Site Leader III	38	3,057	/	17,57	3,210	/	18,45	3,370	/	19,37	3,539	/	20,34
Food and Nutrition Services Site Leader IV	41	3,292	/	18,92	3,457	/	19,87	3,630	/	20,86	3,811	/	21,90
Groundskeeper I	36	2,909	/	16,72	3,055	/	17,56	3,209	/	18,44	3,369	/	19,36
Groundskeeper II	40	3,212	/	18,46	3,372	/	19,38	3,541	/	20,35	3,718	/	21,37





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2018-2019 SCHOOL YEAR

MINIMUM/MAXIMUM SALARY RANGE

Title	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Guidance Specialist	41	3,292 /	3,457 /	3,630 /	3,811 /	4,002 /	4,202 /
Health Care Assistant	35	2,838 /	2,981 /	3,130 /	3,287 /	3,450 /	3,623 /
Heavy Equipment Mechanic	47	3,818 /	4,009 /	4,209 /	4,420 /	4,641 /	4,872 /
Human Resources Analyst	55	4,653 /	4,886 /	5,130 /	5,385 /	5,655 /	5,939 /
Human Resources Specialist	48	3,913 /	4,108 /	4,313 /	4,529 /	4,755 /	4,994 /
Human Resources Technician	44	3,544 /	3,722 /	3,908 /	4,103 /	4,308 /	4,524 /
Information Systems Technician I	48	3,913 /	4,108 /	4,313 /	4,529 /	4,755 /	4,994 /
Information Systems Technician II	53	4,428 /	4,649 /	4,882 /	5,126 /	5,382 /	5,652 /
Instructional Asst. Child Development	29	2,446 /	2,568 /	2,697 /	2,833 /	2,974 /	3,122 /
Instructional Asst. General Education	28	2,387 /	2,507 /	2,633 /	2,765 /	2,902 /	3,047 /
Instructional Asst. Migrant Education	30	2,507 /	2,633 /	2,765 /	2,902 /	3,047 /	3,200 /
Instructional Asst. Mild/Moderate	34	2,768 /	2,908 /	3,054 /	3,207 /	3,367 /	3,536 /
Instructional Asst. Moderate/Severe	38	3,057 /	3,210 /	3,370 /	3,539 /	3,717 /	3,903 /
Instructional Asst. Speech	38	3,057 /	3,210 /	3,370 /	3,539 /	3,717 /	3,903 /
Interpreter Tutor/Sign Language	45	3,633 /	3,814 /	4,005 /	4,206 /	4,416 /	4,637 /
Language Support Liaison I	31	2,570 /	2,699 /	2,834 /	2,975 /	3,125 /	3,282 /
Language Support Liaison II	36	2,909 /	3,055 /	3,209 /	3,369 /	3,537 /	3,715 /
Lead Custodian I	39	3,134 /	3,290 /	3,456 /	3,628 /	3,809 /	3,999 /
Lead Custodian II	41	3,292 /	3,457 /	3,630 /	3,811 /	4,002 /	4,202 /
Lead Groundskeeper	47	3,818 /	4,009 /	4,209 /	4,420 /	4,641 /	4,872 /
Lead Heavy Equipment Mechanic	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Lead Maintenance Specialist Carpenter	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Lead Maintenance Specialist Electrician	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Lead Maintenance Specialist HVAC	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Lead Maintenance Specialist Painter	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Lead Maintenance Specialist Plumber	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Library Media Technician	35	2,838 /	2,981 /	3,130 /	3,287 /	3,450 /	3,623 /
Licensed Vocational Nurse	46	3,724 /	3,910 /	4,105 /	4,310 /	4,526 /	4,752 /
MAA/LEA Special Projects Accountant	55	4,653 /	4,886 /	5,130 /	5,385 /	5,655 /	5,939 /
Mail/Delivery Driver	28	2,387 /	2,507 /	2,633 /	2,765 /	2,902 /	3,047 /
Maintenance Specialist	45	3,633 /	3,814 /	4,005 /	4,206 /	4,416 /	4,637 /
Migrant Outreach Specialist	39	3,134 /	3,290 /	3,456 /	3,628 /	3,809 /	3,999 /
Office Assistant I	28	2,387 /	2,507 /	2,633 /	2,765 /	2,902 /	3,047 /
Office Assistant II	32	2,634 /	2,767 /	2,906 /	3,052 /	3,205 /	3,365 /
Office Manager-Adult Education	44	3,544 /	3,722 /	3,908 /	4,103 /	4,308 /	4,524 /
Paraprofessional-Dual Language Immersion Prgrm	30	2,507 /	2,633 /	2,765 /	2,902 /	3,047 /	3,200 /
Parent Education Specialist	36	2,909 /	3,055 /	3,209 /	3,369 /	3,537 /	3,715 /
Payroll Analyst	50	4,112 /	4,317 /	4,533 /	4,759 /	4,997 /	5,248 /
Payroll Technician	44	3,544 /	3,722 /	3,908 /	4,103 /	4,308 /	4,524 /
Planning Specialist	51	4,214 /	4,425 /	4,646 /	4,879 /	5,123 /	5,378 /
Plant Operations Leader	44	3,544 /	3,722 /	3,908 /	4,103 /	4,308 /	4,524 /
Pool Maintenance Technician	36	2,909 /	3,055 /	3,209 /	3,369 /	3,537 /	3,715 /
Print Production Operator	41	3,292 /	3,457 /	3,630 /	3,811 /	4,002 /	4,202 /
Project Specialist	48	3,913 /	4,108 /	4,313 /	4,529 /	4,755 /	4,994 /
Purchasing Specialist	42	3,374 /	3,543 /	3,720 /	3,906 /	4,101 /	4,307 /





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2018-2019 SCHOOL YEAR

MINIMUM/MAXIMUM SALARY RANGE

Title	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Registrar	39	3,134 / 18,01	3,290 / 18,91	3,456 / 19,86	3,628 / 20,85	3,809 / 21,89	3,999 / 22,98
Registration Specialist I	34	2,768 / 15,91	2,908 / 16,71	3,054 / 17,55	3,207 / 18,43	3,367 / 19,35	3,536 / 20,32
Registration Technician-Healthy Start	37	2,982 / 17,14	3,132 / 18,00	3,289 / 18,90	3,454 / 19,85	3,626 / 20,84	3,807 / 21,88
School Bus Driver Trainee	33	2,700 / 15,52	2,836 / 16,30	2,979 / 17,12	3,129 / 17,98	3,285 / 18,88	3,449 / 19,82
School Bus Driver	37	2,982 / 17,14	3,132 / 18,00	3,289 / 18,90	3,454 / 19,85	3,626 / 20,84	3,807 / 21,88
School Bus Driver/Fueler	40	3,212 / 18,46	3,372 / 19,38	3,541 / 20,35	3,718 / 21,37	3,905 / 22,44	4,099 / 23,56
School Bus Driver/Parts Technician	40	3,212 / 18,46	3,372 / 19,38	3,541 / 20,35	3,718 / 21,37	3,905 / 22,44	4,099 / 23,56
School Bus Driver-Digrid Behind-Wheel Trainer	41	3,292 / 18,92	3,457 / 19,87	3,630 / 20,86	3,811 / 21,90	4,002 / 23,00	4,202 / 24,15
School Bus Driver-Instructor/Trainer	43	3,457 / 19,87	3,630 / 20,86	3,811 / 21,90	4,002 / 23,00	4,202 / 24,15	4,413 / 25,36
School Office Assistant	33	2,700 / 15,52	2,836 / 16,30	2,979 / 17,12	3,129 / 17,98	3,285 / 18,88	3,449 / 19,82
School Vehicle Driver	33	2,700 / 15,52	2,836 / 16,30	2,979 / 17,12	3,129 / 17,98	3,285 / 18,88	3,449 / 19,82
Senior Accountant	57	4,889 / 28,10	5,135 / 29,51	5,392 / 30,99	5,662 / 32,54	5,946 / 34,17	6,243 / 35,88
Senior Buyer	48	3,913 / 22,49	4,108 / 23,61	4,313 / 24,79	4,529 / 26,03	4,755 / 27,33	4,994 / 28,70
Service Mechanic	44	3,544 / 20,37	3,722 / 21,39	3,908 / 22,46	4,103 / 23,58	4,308 / 24,76	4,524 / 26,00
Site Technology Support Technician	50	4,112 / 23,63	4,317 / 24,81	4,533 / 26,05	4,759 / 27,35	4,997 / 28,72	5,248 / 30,16
Special Education Program Support Technician	40	3,212 / 18,46	3,372 / 19,38	3,541 / 20,35	3,718 / 21,37	3,905 / 22,44	4,099 / 23,56
Staff Accountant	55	4,653 / 26,74	4,886 / 28,08	5,130 / 29,48	5,385 / 30,95	5,655 / 32,50	5,939 / 34,13
Student Data Technician-SELPA	41	3,292 / 18,92	3,457 / 19,87	3,630 / 20,86	3,811 / 21,90	4,002 / 23,00	4,202 / 24,15
Student Information Specialist	45	3,633 / 20,88	3,814 / 21,92	4,005 / 23,02	4,206 / 24,17	4,416 / 25,38	4,637 / 26,65
Student Services Specialist	48	3,913 / 22,49	4,108 / 23,61	4,313 / 24,79	4,529 / 26,03	4,755 / 27,33	4,994 / 28,70
Testing Technician I	31	2,570 / 14,77	2,699 / 15,51	2,834 / 16,29	2,975 / 17,10	3,125 / 17,96	3,282 / 18,86
Testing Technician II	38	3,057 / 17,57	3,210 / 18,45	3,370 / 19,37	3,539 / 20,34	3,717 / 21,36	3,903 / 22,43
Textbook Technician	38	3,057 / 17,57	3,210 / 18,45	3,370 / 19,37	3,539 / 20,34	3,717 / 21,36	3,903 / 22,43
Theater Technician	43	3,457 / 19,87	3,630 / 20,86	3,811 / 21,90	4,002 / 23,00	4,202 / 24,15	4,413 / 25,36
Translator/Interpreter	38	3,057 / 17,57	3,210 / 18,45	3,370 / 19,37	3,539 / 20,34	3,717 / 21,36	3,903 / 22,43
Utility Worker	37	2,982 / 17,14	3,132 / 18,00	3,289 / 18,90	3,454 / 19,85	3,626 / 20,84	3,807 / 21,88
Warehouse Delivery Worker (FS)	32	2,634 / 15,14	2,767 / 15,90	2,906 / 16,70	3,052 / 17,54	3,205 / 18,42	3,365 / 19,34
Warehouse Worker/Delivery Driver	33	2,700 / 15,52	2,836 / 16,30	2,979 / 17,12	3,129 / 17,98	3,285 / 18,88	3,449 / 19,82
Workers' Compensation Analyst	55	4,653 / 26,74	4,886 / 28,08	5,130 / 29,48	5,385 / 30,95	5,655 / 32,50	5,939 / 34,13

18-19 3% Increase

Effective 07/01/18

Board Approved: XX/XX/2019



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL COMMISSION OFFICE**

**REVISED ~~MARCH 1, 2019~~ JUNE 13, 2019**

**JOB FAMILIES**

**ACCOUNTING/FISCAL RANGE**

Accounting Specialist	40
Attendance Specialist	40
Accounting Technician	44
Payroll Technician	44
Payroll Analyst	50
Department Staff Accountant	52
District Student Attendance Info. Specialist	52
Staff Accountant	55
MAA/LEA Special Projects Accountant	55
Senior Accountant	57

**CUSTODIAL RANGE**

Custodian	35
Utility Worker	37
Lead Custodian I	39
Lead Custodian II	41
Plant Operations Leader	44

**FACILITIES/MAINTENANCE RANGE**

Pool Maintenance Technician	36
Maintenance Specialist	45
Lead Maintenance Specialist Carpenter	50
Lead Maintenance Specialist Electrician	50
Lead Maintenance Specialist Painter	50
Lead Maintenance Specialist Plumber	50
Lead Maintenance Specialist HVAC	50
Energy Management Technician	51
Planning Specialist	51

**FOOD SERVICES RANGE**

Food & Nutrition Services Assistant	28
Food & Nutrition Services Cook/Baker I	32
Food & Nutrition Services Cook/Baker II	34
Food & Nutrition Services Site Leader I	35
Food & Nutrition Services Site Leader II	36
Food & Nutrition Services Site Leader III	38
Food & Nutrition Services Site Leader IV	41

<b><u>GROUND</u></b>	<b><u>RANGE</u></b>
Groundskeeper I	36
Groundskeeper II	40
Lead Groundskeeper	47

<b><u>INSTRUCTIONAL</u></b>	<b><u>RANGE</u></b>
Instructional Asst.-General Ed.	28
Instructional Asst.-Child Development	29
Instructional Asst.-Migrant Ed.	30
Paraprofessional-Dual Language Immersion Program	30
Instructional Asst. Mild/Moderate	34
Instructional Asst. Moderate/Severe	38
Instructional Asst. Speech	38
SPED Program Support Technician	40
Behavior Technician	41
Braille Transcriber	42
Interpreter Tutor/Sign Language	45

<b><u>SUPPORT/GUIDANCE</u></b>	<b><u>RANGE</u></b>
Language Support Liaison I	31
Community Service Liaison I	33
Campus Safety & Security Officer	34
Health Care Assistant	35
Language Support Liaison II	36
Parent Education Specialist	36
Registration Technician-Healthy Start	37
Community Service Liaison II	37
Translator-Interpreter	38
Migrant Outreach Specialist	39
District Translator	40
Guidance Specialist	41
Career Development Specialist I	44
Career Development Specialist II	46
Licensed Vocational Nurse	46
Project Specialist	48
Child Welfare & Attendance Analyst	55

<b><u>MEDIA</u></b>	<b><u>RANGE</u></b>
Library Media Technician	35
Textbook Technician	38
Print Production Operator	41
Theater Technician	43



<b><u>SECRETARIAL/CLERICAL</u></b>	<b><u>RANGE</u></b>
Office Assistant I	28
Office Assistant II	32
School Office Assistant	33
District Receptionist	33
Data Entry Assistant	34
Registration Specialist I	34
Administrative Secretary I	35
Administrative Secretary II	37
Registrar	39
Administrative Secretary III	40
Administrative Assistant I	41
Student Data Technician-SELPA	41
Administrative Assistant II	42
Administrative Assistant III	43
Office Manager-Adult Education	44
Executive Assistant	48
Student Services Specialist	48

<b><u>STOREKEEPING/SUPPLIES</u></b>	<b><u>RANGE</u></b>
Mail/Delivery Driver	28
Warehouse Delivery Worker (FS)	32
Warehouse Worker/Delivery Driver	33
District Warehouse Lead	39
Food & Nutrition Services Warehouse Lead	39
Purchasing Specialist	42
Buyer	46
Senior Buyer	48

<b><u>TECHNOLOGY</u></b>	<b><u>RANGE</u></b>
Student Information Specialist	45
Information Systems Technician I	48
Site Technology Support Technician	50
Information System Technician II	53
District Technology Support Technician	53
Communications Technician	53
Database Systems Analyst	54

<b><u>TRANSPORTATION/MAINTENANCE</u></b>	<b><u>RANGE</u></b>
School Vehicle Driver	33
School Bus Driver Trainee	33
School Bus Driver	37
School Bus Driver/Parts Technician	40
School Bus Driver/Fueler	40
School Bus Driver/Delegated Behind-the-Wheel Trainer	41
School Bus Driver/Instructor/Trainer	43
Service Mechanic	44

<b><u>TRANSPORTATION/MAINTENANCE (CONT)</u></b>	<b><u>RANGE</u></b>
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Dispatcher	46
Heavy Equipment Mechanic	47
Lead Heavy Equipment Mechanic	50

<b><u>HUMAN RESOURCES</u></b>	<b><u>RANGE</u></b>
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Human Resources Technician	44
Human Resources Specialist	48
Human Resources Analyst	55
Workers' Compensation Analyst	55

<b><u>PROGRAM EVALUATION</u></b>	<b><u>RANGE</u></b>
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Testing Technician I	31
Testing Technician II	38
Assessment Specialist	48

<b><u>BENEFITS</u></b>	<b><u>RANGE</u></b>
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Benefits Specialist	48
Benefits Analyst	55



## *Personnel Commission*

Item No: 6.2 B

**Date:** June 13, 2019

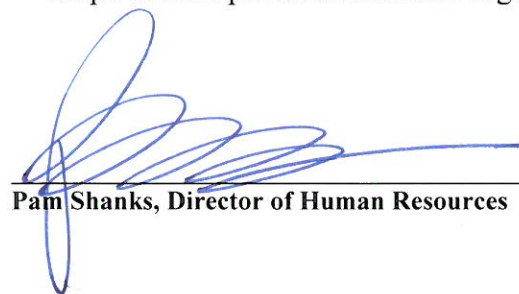
**Item:** Reclassification request for Kelly Henson

**Overview:** Kelly Henson has submitted a request to be reclassified. Ms. Henson is currently an Instructional Assistant Moderate/Severe in the Special Education Department.

- Ms. Henson was hired as an Instructional Assistant Moderate Severe in Special Education on 10/11/1993.
- The attached Job Analysis (tasks #1-6) shows that all duties performed by Ms. Henson fall within the scope of the Special Education Program Support Technician.
- Based on the packet submitted by Ms. Henson and the Job Analysis completed by staff, Ms. Henson was able to show that her position has had a gradual accretion of higher level duties for a minimum of two years, and therefore does meet the criterion for reclassification.
- In conclusion, it is recommended to reclassify Ms. Henson due to the preponderance of duties submitted that fall within a different classification than she currently holds.

**Recommendation:** Staff recommends Ms. Henson be reclassified due to the evidence submitted, which shows that the majority of duties performed fall within the scope of the Special Education Program Support Technician.

**Prepared by:**



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Pam Shanks, Director of Human Resources



Name of Incumbent: Kelly Henson  
Current Job Title: IA Moderate/Severe Itinerant  
Department or Site: SELPA

Requested Title: **Special Education Program Support Tech**  
Requested Range: 40

**Notes:** Kelly Henson has been employed with PVUSD since October 11, 1993. The duties of the Program Support Tech have been performed by Kelly for the past three years.

Task	Job Description	Duty as it is written in job description
1. Provide Staff Training	This task is within the scope of work of the SPED Program Support Technician classification.	<b>#1 of the Program Suppt Tech-</b> Provide training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with low incidence disabilities; monitor and evaluate progress of student programs towards educational goals and objectives; provide recommendations for procedural changes to enhance program effectiveness.
2. Low Incidence- Orthopedically Impaired Inventory	This task is within the scope of work of the SPED Program Support Technician classification.	<b>#2 of the Program Suppt Tech-</b> Coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; collaborate with program personnel to meet the needs of identified students; resolve issues related to educational plans, behavioral problems, educational needs and clinical and in-home activities.
3. Provide coverage for OI students	This task is within the scope of work of the SPED Program Support Technician classification.	<b>#2 of the Program Suppt Tech-</b> Coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; <b>collaborate with program personnel to meet the needs of identified students;</b> resolve issues related to educational plans, behavioral problems, educational needs and clinical and in-home activities.
4. Maintain schedules for LI or OI students for Sub Aid coverages	This task is within the scope of work of the SPED Program Support Technician classification.	<b>#4 of the Program Suppt Tech - Serve as a technical resource concerning program operations and activities;</b> respond to inquiries and provide information regarding program practices, policies and procedures.
5. Fill in for Behavior Tech	This task is within the scope of work of the SPED Program Support classification.	<b>#2 of the Program Suppt Tech -</b> Coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; <b>collaborate with program personnel to meet the needs of identified students; resolve issues related to educational plans, behavioral problems, educational needs and clinical and in-home activities.</b>

Task	Job Description	Duty as it is written in job description
6. Orthopedically Impaired- Low Incidence ASP Coverage	This task is within the scope of work of the SPED Program Support classification.	<b>Basic Function- Under the direction of the Program Director, provide training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with low incidence disabilities; coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities;</b> provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language; train and provide work direction to assigned personnel.

FINDINGS: All the tasks submitted by Kelly were found in the SPED Program Support Class Spec.



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Instructional Assistant Moderate/Severe  
**Job Code:** 615  
**Department:** Special Services  
**Reports To:** Program Director, Principal or Certificated Teacher or Designee

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### Summary

#### **SUMMARY**

Instructional Assistants Moderate/Severe perform a variety of duties in support of instructional activities for students who are enrolled in special education moderate/severe programs and/or mainstream classrooms.

### N&S

#### **NATURE AND SCOPE**

Under the general direction of the assigned administrator and certificated staff member, supports the instructional program for special education students. Work is performed in a classroom, community, small group, or one-to-one or one-to-two environment. The Instructional Assistant Moderate/Severe applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings. Students who require one-to-one support require extensive assistance throughout the day in order to access their curriculum.

### DC

#### **DISTINGUISHING CHARACTERISTICS**

This is a more specialized position than that of the Instructional Assistant Mild/Moderate. Instructional Assistants Moderate/Severe work with individuals and small groups of students who are enrolled in moderate or moderate/severe special education classes.. Students enrolled in moderate or moderate/severe classes are being instructed using an alternative functional academics/life skills curriculum or are being instructed using the general education core curriculum but with specialized instructional techniques, such as those used for students with autism or emotional disabilities. Instructional Assistants Moderate/Severe providing support in any of these settings are often required, after appropriate training, to administer medical procedures, provide instruction through use of specialized equipment and/or techniques, and work independently with a minimum of supervision in home, school, and community environments.

### Duties

#### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

#1

- Under the supervision of a certificated special education teacher or specialist assists in planning and conducting lessons and other classroom, small group, or one-to-one activities.

#2

- If assigned to an itinerant position, may be required to visit sites independently and deliver small group and one-to-one or one-to-two instruction to special education students as designated by the

Instructional Assistant Moderate/Severe

Revised 5/13/04, Classification Study 6/16/05

Approved by Personnel Commission: 12/18/08 (Classification Study Year 1)

Approved by Board of Trustees: 7/17/13



special education teacher or specialist.

- #3 • Assists certificated staff in the implementation of the students' Individualized Education Programs (IEPs).
- #4 • Applies specialized techniques/strategies such as community-based instruction, behavior intervention level systems, structured teaching, picture communication systems, large print materials, mobility training, Braille, and all types of assistive technology including assistive and augmentative communication systems, as required.
- #5 • May be required to attend IEP meetings and assist with communication and translation.
- #6 • Prepares instructional materials and cleans up after activities.
- #7 • May be assigned to work one-to-one or one-to-two with a student in a regular education or special education classroom or in the community.
- #8 • Consults with teachers, specialist and other school personnel concerning the instructional program and activities, the progress of students, and concerns about students. Collects and reviews student data such as strengths, methods, strategies best used for test scores. Distributes data to general education teachers in a timely manner.
- #9 • Consults with the teacher or specialist about necessary accommodations and/or modifications needed by individual students in the special and/or general education classroom.
- #10 • May supervise student(s) away from the school site without a certificated teacher present. May travel with students on public transportation and visit work sites.
- #11 • Observes and controls behavior of students according to approved procedures and/or individual behavior plans.
- #12 • Supervises students and assists in maintaining order on the yard, playground, lunch area, community-based settings, and during other school activities such as field trips.
- #13 • Monitors classroom activities when the teacher is briefly absent from the room. Accompanies students going from one location to another.
- #14 • With proper training and under the supervision of the School Nurse, may be required to perform medical procedures for students such as tube feedings, tracheostomy suctioning, catheterization, and monitoring the use of portable oxygen tanks.
- #15 • May assist with medical emergencies, perform first aid, and administer medication under the supervision of the School Nurse and following appropriate training.
- #16 • May assist students with personal hygiene activities such as toileting, diapering, and other personal care activities.
- #17 • Assists certificated staff in administering a variety of formal and informal assessments.

- #18 • Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives in preparation for IEP meetings. May be required to attend IEP meetings to share information about individual students.
- #19 • May be required to prepare and maintain a variety of confidential files and records for assigned program and/or students.
- #20 • Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.
- #21 • Performs a variety of clerical duties such as scoring papers, recording grades, taking role, data collection, and preparation of paperwork related to the development of the IEPs.
- #22 • Prepares bulletin board materials and decorates the classroom. Assists in maintaining a neat, orderly, and attractive learning environment.
- #23 • Performs other related duties in order to accomplish the objectives of the position.

## **QUALIFICATIONS**

**K&S Knowledge and Skills:** Requires knowledge of child development; basic understanding of general and special education alternative curriculum and instructional materials used in each of the basic subjects and at various grade levels; basic understanding of the special education program and its purpose; knowledge of subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading. Strong communication skills in both formal and informal settings are essential. Requires good record-keeping, clerical and computer skills.

**Abilities** **Abilities:** Requires the ability to plan learning activities and deliver instruction under the guidance of appropriate certificated staff, provide curriculum modifications and accommodations as requested for individual students, perform duties independently and with minimal supervision when working one-to-one or in community environments, perform simple clerical tasks, operate standard office and classroom machines and equipment, communicate satisfactorily in oral and written form, and establish and maintain effective working relationships with others. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

**Physical Abilities** **Physical Abilities:** Position involves light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), bending; occasional climbing, crawling or stooping; and use of medium weight tools and materials. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. Work may be performed in an indoor/outdoor environment. A pre-placement physical examination may be required.

### Minimum Quals

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

Completion of an AA degree and one (1) year of experience working with special needs individuals. Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

or

High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam provided by the District and one (1) year of experience working with special needs individuals. Must have or be willing to successfully complete training in the specialized techniques, strategies, and procedures required for each assignment.

### L&C

**License and Certification:** First Aid and CPR Certification upon offer of employment and a valid California Driver's License.

### Spec Req

**Special Requirements:** Must have a personal means of transportation to travel to various sites.





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### CLASS TITLE: SPECIAL EDUCATION PROGRAM SUPPORT TECHNICIAN

#### Basic Function

##### BASIC FUNCTION:

Under the direction of the Program Director, provide training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with low incidence disabilities; coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language; train and provide work direction to assigned personnel.

#### Duties

##### REPRESENTATIVE DUTIES:

##### ESSENTIAL DUTIES:

- #1 Provide training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with low incidence disabilities; monitor and evaluate progress of student programs towards educational goals and objectives; provide recommendations for procedural changes to enhance program effectiveness.
- #2 Coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; collaborate with program personnel to meet the needs of identified students; resolve issues related to educational plans, behavioral problems, educational needs and clinical and in-home activities.
- #3 Train and provide work direction and guidance to assigned personnel; develop, implement and conduct extensive training programs to prepare staff for clinical and classroom; provide input concerning staff progress and employee evaluations as requested.
- #4 Serve as a technical resource concerning program operations and activities; respond to inquiries and provide information regarding program practices, policies and procedures.
- #5 Compile information and prepare a variety of informational materials to enhance training activities and effectiveness of clinical and in-home activities.
- #6 Operate a variety of technology devices including but not limited to a copier, fax machine, computer and assigned software; drive a vehicle to conduct work.
- #7 Maintain a variety of records related to assigned activities; prepare detailed notes concerning program and educational plan progress.
- #8 Attend and participate in meetings; provide input concerning program progress; attend in-services as assigned.

Approved by Personnel Commission: 5/5/16

- #9** Provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language; serve as an interpreter for a variety of meetings, workshops, conferences and special events.

**OTHER DUTIES:**

Perform related duties as assigned.

**K&A KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Practices, procedures and techniques used in educational plans and instructional programs for students with low incidence disabilities.  
Behavior intervention plans and strategies.  
Basic instructional methods and techniques.  
Principles of training and providing work direction.  
Problems and concerns of students with special needs.  
Policies and objectives of assigned program and activities.  
Applicable laws, codes, regulations, policies and procedures.  
Extensive vocabulary and correct usage, grammar, spelling and punctuation of English and a designated second language.  
Simultaneous and consecutive interpretation techniques.  
Oral and written communication skills.  
Interpersonal skills using tact, patience and courtesy.  
Record-keeping and report writing techniques.  
Modern office practices, procedures and equipment.  
Operation of a variety of technology devices including but not limited to a computer and assigned software.

**ABILITY TO:**

Provide training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for autistic students.  
Coordinate information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities.  
Train and provide work direction to assigned personnel.  
Interpret, apply and explain rules, regulations, policies and procedures.  
Monitor and evaluate progress of student programs towards educational goals and objectives.  
Collaborate with program personnel to meet the needs of identified students.  
Resolve issues related to educational plans, behavioral problems, educational needs and clinical and in-home activities.  
Provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language.  
Serve as an interpreter for a variety of meetings, workshops, conferences and special events.  
Read, review and edit translations.  
Compile information and prepare a variety of informational materials to enhance training activities and effectiveness of clinical and in-home activities.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.

Operate a variety of technology devices including but not limited to a computer and assigned software.

Maintain records and prepare reports.

Meet schedules and time lines.

Plan and organize work.

Analyze situations accurately and adopt an effective course of action.

**ED&EXP EDUCATION AND EXPERIENCE:**

Any combination equivalent to: associate's degree in psychology, child development or related field and one year experience working with autistic students.

**LIC&Req LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor work environment.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information.

Seeing to read a variety of materials.

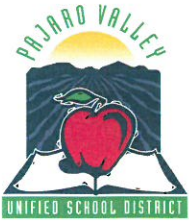
Sitting for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

**HAZARDS:**

Contact with abusive and potentially harmful outbursts from students.





## *Personnel Commission*

Item No: 6.2 C

**Date:** June 13, 2019

**Item:** Reclassification request for Alicia Jara

**Overview:** Alicia Jara has submitted a request to be reclassified. Ms. Jara is currently an Instructional Assistant Mild/Moderate in the Special Education Department.

- Ms. Jara was hired as an Instructional Assistant Mild/Moderate in Special Education on 4/17/1996.
- The attached Job Analysis (tasks #1-18) shows that all duties performed by Ms. Jara fall within the scope of the Instructional Assistant Speech.
- Based on the packet submitted by Ms. Jara and the Job Analysis completed by staff, Ms. Jara was able to show that her position has had a gradual accretion of higher level duties for a minimum of two years, and therefore does meet the criterion for reclassification.
- In conclusion, it is recommended to reclassify Ms. Jara due to the preponderance of duties submitted that fall within a different classification than she currently holds.

**Recommendation:** Staff recommends Ms. Jara be reclassified due to the evidence submitted, which shows that the majority of duties performed fall within the scope of the Instructional Assistant Speech.

**Prepared by:**

Pam Shanks, Director of Human Resources

Name of Incumbent: Alicia Jara  
Current Job Title: IA Mild/Moderate  
Department or Site: SELPA  
**Notes: Alicia Jara has been an employee, since 04/17/1996; she has been working with the Speech Therapists since 1998.**

Requested Title: **IA Speech II**  
Requested Range: **41**

Task	Job Description	Duty as it is written in job description
1. Input new speech referrals in Google Docs	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports</b> ; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
2. Search Home School for all speech referrals	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and maintaining various records and reports; <b>operate various office equipment including telephone, copier and computer</b> ; assist students by providing proper examples, emotional support, and general guidance.
3. Initial call to parents	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, <b>making phone calls</b> , and maintaining various records and reports; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
4. Log calls on Log of Contacts	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports</b> ; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
5. Update speech referrals list	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports</b> ; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
6. Collect requested info from parents	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports</b> ; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
7. Call parents, schedule appointments	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports</b> ; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.

Task	Job Description	Duty as it is written in job description
8. Assist in interpreting intake appointments with families	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#4 of the IA Speech-</b> Assist Speech Language Pathologists by attending parent-teacher conferences and meetings to interpret and translate a variety of information; translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.
9. Pony referral to receiving SLP for speech only evals	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#3 of the IA Speech-</b> Assist in selecting and preparing appropriate materials and activities for individual students; assist in administering tests and assist in grading as directed; <b>confer with Speech Language Pathologists concerning tests and materials to meet student needs.</b> <b>#5 of the IA Speech-</b> Perform a variety of <b>clerical duties</b> including duplicating, filing, making phone calls, and maintaining various records and reports; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
10. Email receiving SLP of incoming speech referrals	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#3 of the IA Speech-</b> Assist in selecting and preparing appropriate materials and activities for individual students; assist in administering tests and assist in grading as directed; <b>confer with Speech Language Pathologists concerning tests and materials to meet student needs.</b> <b>#5 of the IA Speech-</b> Perform a variety of <b>clerical duties</b> including duplicating, filing, making phone calls, and maintaining various records and reports; <b>operate various office equipment including telephone, copier and computer;</b> assist students by providing proper examples, emotional support, and general guidance.
11. Update and close referrals as needed	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports;</b> <b>operate various office equipment including telephone, copier and computer;</b> assist students by providing proper examples, emotional support, and general guidance. <b>#4 of the IA Speech-</b> Assist Speech Language Pathologists by attending parent-teacher conferences and meetings to interpret and translate a variety of information; <b>translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.</b>
12. Assist with Interpreting in PAC	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#4 of the IA Speech-</b> Assist Speech Language Pathologists by attending parent-teacher conferences and <b>meetings to interpret and translate a variety of information;</b> translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.



<b>Task</b>	<b>Job Description</b>	<b>Duty as it is written in job description</b>
13. Interpret in initial Team IEP from PAC	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#4 of the IA Speech- Assist Speech Language Pathologists by attending parent-teacher conferences and meetings to interpret and translate a variety of information;</b> translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.
14. Assist other SLP's in District with assessments/IEP's	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#1 of the IA Speech Language-</b> Assist in the assessment of student speech and language skills; confer with Speech Language Pathologist regarding student progress; attend IEP meetings for translation/interpretation a variety of information..
15. Mail out 7 day cancel letters	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech-</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and maintaining various records and reports; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
16. Mail end year cancel letters	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech</b> Perform a variety of clerical duties including duplicating, filing, making phone calls, and <b>maintaining various records and reports;</b> operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
17. Translate letters IEP's etc. into Spanish	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#4 of the IA Speech-</b> Assist Speech Language Pathologists by attending parent-teacher conferences and meetings to interpret and translate a variety of information; <b>translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.</b>
18. Create letters of communication for SLP's other agencies and parents	This task is within the scope of work of the <b>IA Speech</b> classification.	<b>#5 of the IA Speech</b> Perform a variety of <b>clerical duties</b> including duplicating, filing, making phone calls, and maintaining various records and reports; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.
19. 21 years of training in administering speech assessments	Not a task	Meets the requirements of the reclass

FINDINGS: All tasks within the scope of the IA Speech classification, staff recommends reclassification to IA Speech.



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Instructional Assistant Mild/Moderate  
**Job Code:** 610  
**Department:** Special Services  
**Reports To:** Program Director, Principal or Certificated Teacher or Designee

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### **Summary** **SUMMARY**

Instructional Assistants Mild/Moderate perform a variety of duties in support of instructional activities for special education students who are enrolled in special education mild/moderate programs and/or mainstream classrooms.

### **Nature & Scope**

#### **NATURE AND SCOPE**

Under the general direction of the assigned administrator and certificated staff member, supports the instructional program for special education students. Work is performed in a classroom or small group environment. The Instructional Assistant Mild/Moderate applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings.

### **DC**

#### **DISTINGUISHING CHARACTERISTICS**

This is the least specialized of the positions in the Instructional Assistant series. Instructional Assistants Mild/Moderate work with individuals and small groups of students who are enrolled in mild/moderate special education classes, resource specialist programs, or designated instructional services (i.e., Speech and Language Therapy, Occupational Therapy). These students are being instructed using the general education core curriculum with accommodations and/or modifications.

### **Duties**

#### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- # 1** • Under the supervision of a certificated special education teacher or specialist assists in planning and conducting lessons and other classroom, small group, or one-to-one activities.
- # 2** • Under the supervision of certificated staff assist in the implementation of the students' Individualized Education Programs (IEPs).
- # 3** • May be requested to attend IEP meetings and may be required to assist with communication and translation for non-English speaking parents.
- # 4** • Under the supervision of certificated staff prepares instructional materials and cleans up after activities.

- # 5 • Confers with the special education teacher or specialist about necessary accommodations and/or modifications needed by individual students in the special and/or general education classroom.
- # 6 • Observes and controls behavior of students according to approved procedures and/or individual behavior plans.
- # 7 • Observes students and keeps written records regarding concerns and/or programs.
- # 8 • Supervises students and assists in maintaining order on the yard, playground, lunch area, and during other school activities such as field trips.
- # 9 • Monitors classroom activities when the teacher is briefly absent from the room. Accompanies students going from one location to another.
- #10 • May assist with medical emergencies, perform first aid, and administer medication under the supervision of the School Nurse and following appropriate training.
- #11 • May assist students with personal hygiene which could involve assistance with toileting and other personal care activities.
- #12 • Assists certificated staff in administering a variety of formal and informal assessments.
- #13 • Confers, as needed, with teachers, specialists, and other school personnel concerning the instructional program and activities, the progress of students, and concerns about students.
- #14 • Collects and reviews student data pertaining to strengths, methods, and strategies best used for the students' retention and test scores. Distributes data to general education teachers in a timely manner.
- #15 • Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives in preparation for Individualized Education Program (IEP) meetings. May be required to attend IEP meetings to share information about individual students.
- #16 • May be required to prepare and maintain a variety of confidential files and records for assigned program and/or students.
- #17 • Operates a variety of office and classroom equipment including computers, copiers, fax machines, audio-visual equipment, adaptive equipment, etc.
- #18 • Performs a variety of clerical duties such as ordering classroom supplies, filling out work orders, scoring papers, recording grades, taking role, data collection, making copies, answer classroom phone, taking written notes during homework and lectures and preparation of paperwork related to the development of the IEP.
- #19 • Prepares bulletin board materials and decorates the classroom. Assists in maintaining a neat, orderly, and attractive learning environment.
- #20 • Performs other related duties in order to accomplish the objectives of the position as assigned.



## **QUALIFICATIONS**

### **K&S**

**Knowledge and Skills:** Requires knowledge of child development; basic understanding of curriculum and instructional materials used in each of the basic subjects and at various grade levels; basic understanding of special education program and its purpose; knowledge of subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading. Strong communication skills in both formal and informal settings are essential. Requires good record-keeping, clerical and computer skills.

### **Abilities**

**Abilities:** Requires the ability to plan learning activities and deliver instruction under the guidance of appropriate certificated staff, provide curriculum modifications and accommodations as requested for individual students, perform simple clerical tasks, operate standard office and classroom machines and equipment, communicate satisfactorily in oral and written form, and establish and maintain effective working relationships with others. Requires the ability to operate a variety of office and classroom equipment. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

### **Physical Abilities**

**Physical Abilities:** Position involves light to moderate physical effort which may include frequent standing, walking, lifting (up to 50 pounds), bending; occasional climbing, crawling or stooping; and use of medium weight tools and materials. Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. Work may be performed in an indoor/outdoor environment. A pre-placement physical examination may be required.

### **Min Quals**

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved by the Personnel Commission on December 18, 2008.

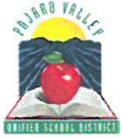
Completion of an AA degree and six (6) months of experience working with special needs children.

or

A High School Diploma or completion of GED and 48 college units or the ability to pass an NCLB required exam provided by the District and six (6) months of experience working with special needs children.

**License and Certification:** First Aid and CPR Certification upon offer of employment and a valid California Driver's License.

**Special Requirements:** Must have a personal means of transportation to travel to various sites.



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### CLASS TITLE: INSTRUCTIONAL ASSISTANT SPEECH

**BF**

#### BASIC FUNCTION:

Under the direction of an assigned administrator and with direction from the Speech Language Pathologists, assist in providing student speech therapy services and assessments according to Individualized Education Program (IEP) goals and treatment plans developed by a Speech Language Pathologist; provide language development instruction and assistance to individuals or small groups of students in a designated second language and English as directed; interpret and translate individual educational plans and interpret during meetings with non-English speaking parents.

#### REPRESENTATIVE DUTIES:

**Duties**

#### ESSENTIAL DUTIES:

Assist in providing student speech therapy services and assessments according to Individual Education Program (IEP) goals and treatment plans developed by a Speech Language Pathologist; conduct tests or examinations to students in their native language to collect information on type and degree of impairments; assist during assessment, in the teaching of students to control or strengthen tongue, jaw, face muscles, and breathing mechanisms and assist in speech exercise programs to reduce disabilities; uses written and oral tests and special instruments; and documents student progress toward IEP goals.

**#1**

Assist in the assessment of student speech and language skills; confer with Speech Language Pathologist regarding student progress; attend IEP meetings for translation/interpretation a variety of information.

**#2**

Travel to assigned schools to assist Speech Language Pathologists with assessing and remediating speech and language-impaired students; provide assistance in language development instruction to individuals or small groups of English or Spanish-speaking students, reinforcing instruction by the Speech Language Pathologists.

**#3**

Assist in selecting and preparing appropriate materials and activities for individual students; assist in administering tests and assist in grading as directed; confer with Speech Language Pathologists concerning tests and materials to meet student needs.

**#4**

Assist Speech Language Pathologists by attending parent-teacher conferences and meetings to interpret and translate a variety of information; translate written materials into a designated second language; and interpret and facilitate communication between staff and non-English speaking students and parents.

**#5**

Perform a variety of clerical duties including duplicating, filing, making phone calls, and maintaining various records and reports; operate various office equipment including telephone, copier and computer; assist students by providing proper examples, emotional support, and general guidance.

Approved by Personnel Commission: 6/29/17



**Other  
Duties**

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**K&A**

**KNOWLEDGE OF:**

Basic principles and practices of child development and child guidance.

Methods and techniques used in speech and language development.

General needs and behavior of children.

Normal speech, language, and hearing development.

Human anatomy and physiology applicable to the position.

Basic subjects taught in District schools, including mathematics, grammar, spelling, language and reading.

Safe practices in classroom and playground activities.

Correct English usage, spelling, grammar, and punctuation.

Effective record keeping practices and procedures.

Operation of a variety of technology devices including but not limited to a computer and assigned software and databases.

Learning patterns in children.

**Ability**

**ABILITY TO:**

Assist with instruction and related activities of the assigned learning environment.

Reinforce instruction to individuals or small groups of students as directed by Speech Language Pathologist.

Learn basic child guidance, development and interaction skills.

Communicate effectively in a second language.

Translate oral and written materials accurately and fluently in both English and a designated second language.

Prepare materials for classroom and instructional use as directed by Speech Language Pathologist.

Remain current in techniques and technologies associated with the specialized learning needs in language and articulation development.

Set up work areas, displays and exhibits.

Complete tasks in a timely manner.

Provide information and assistance to parents, the public and other staff members in a helpful, courteous and timely manner.

Communicate effectively both orally and in writing.

Understand and follow oral and written instructions.

Maintain confidentiality about all personal information, assessment results and medical history.

Establish and maintain effective working and cooperative relationships with others.

Meet schedules and time lines.

Plan and organize work.

Prepare and maintain a variety of records and reports.

Operate a variety of technology devices including but not limited to a calculator, copiers and computers and assigned software and databases.



**Ed&Exp** **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from High School and 48 college units or the ability to pass an NCLB required exam provided by the District and one (1) year of experience working with special needs individuals in the areas of speech and language therapy.

**Lic&Cert** **License and Certification:** First Aid and CPR Certification upon offer of employment and a valid California Driver's License.

**Spec Req** **Special Requirements:** Must have a personal means of transportation to travel to various sites.

**WORKING CONDITIONS:**

**Env** **ENVIRONMENT:**

Classroom environment.

Driving a vehicle to conduct work.

**Phys Demands** **PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.



## *Personnel Commission*

Item No: 6.3

**Date:** June 13, 2019

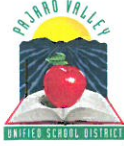
**Item:** Revised Class Specification – Behaviorist

**Overview:** The Behaviorist class description was established in 2015. Since that time, we have found that there are revisions needed to the Education and Experience. Please see attached revision.

**Recommendation:** Approve the revised class specification as presented.

**Prepared by:**

  
\_\_\_\_\_  
Pam Shanks, Director of Human Resources



## **PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: BEHAVIORIST**

#### **BASIC FUNCTION:**

Under the direction of an assigned administrator, plan, develop, implement and supervise a variety of behavioral services to individuals, groups, and families as a member of a school site behavioral team by using applied behavior analysis. Prepare and maintain a variety of records and reports; and train and evaluate the performance of assigned personnel.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

Plan, develop, implement and supervise a variety of behavioral services to individuals, groups, and families using applied behavior analysis including strategies for students in special education. Design programs for students that are consistent with the total education philosophy of the District.

Collaborate with general education teachers, special education teachers, and school administration in planning and developing behavioral programs. Work as a team member in the development and implementation of inclusive behavioral strategies.

Participate as a team member in the identification of social/behavioral problems. Design, implement, and monitor progress of behavioral management programs for students to remediate behavioral and social problems.

Participate in the development of the individual educational programs for students as needed, including developing formal Behavior Intervention Plans (BIP). Participate as a team member in the evaluation of student progress.

Develop and conduct trainings for staff and parents regarding techniques for remediation of behavioral, social or personal problems of students along with crisis prevention plans. Additionally, train staff in and conduct functional analysis assessments of behavior for students with complex and or severe behaviors.

Refer students who require further evaluation or follow-up services to the appropriate school personnel or community agencies.

Supervise, train and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for accuracy, completeness and compliance with established requirements.

Communicate with a variety of personnel, administrators, parents, and various public agencies.

Assist in the development and implementation of reporting systems to parents. Complete reports for appropriate local and State educational agencies.

Provide information and coordinate professional and community resources with other staff and related organizations.

**Approved by the Personnel Commission: 09/3/2015; Revised: TBD**



Maintain a variety of student records including but not limited to psychosocial and behavioral data.

Operate with fluency a variety of technology devices, programs, and applications; drive a vehicle to conduct work as assigned.

Compile information and prepare and maintain a variety of records, logs and reports related to programs, students, projects and assigned duties; establish and maintain filing systems.

Attend a variety of meetings and collect and compile information for meetings as needed. Continue professional through educational meetings, visiting related facilities, participate in technical training opportunities, and exchange ideas among staff.

**OTHER DUTIES:**

Perform related duties as assigned.

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

Principles and methods of behavior analysis.

Theory of behavior and socialization needs of students.

Objectives of behavior intervention techniques, treatment and services.

Socialization activities used in behavior management.

Health and safety regulations.

District terminology, practices and procedures.

Organizational operations, policies and objectives.

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

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Interpersonal skills using tact, patience and courtesy.

Operation of a variety of technology devices including but not limited to a computer and assigned software.

Applicable sections of the State Education Code and other applicable laws.

**ABILITY TO:**

Identify and analyze areas of behavior and socialization needs.

Develop and carry out behavior plans, goals and objectives.

Provide consultation for classroom and home behavior management.

Explain and provide training on behavior management principles and methods.

Maintain records and prepare reports.

Apply appropriate behavior management procedures in working with students at all grade levels.

Work independently with little direction.

Interpret, apply and explain rules, regulations, policies and procedures.

Supervise, train and evaluate the performance of assigned personnel.

Compile and maintain accurate records and prepare reports.

Work confidentially with discretion.

Communicate effectively both orally and in writing.

Communicate effectively in a second language may be required.

Establish and maintain cooperative and effective working relationships with others.  
Operate with fluency a variety of technology devices, programs and applications.  
Determine appropriate action within clearly defined guidelines. Meet schedules and time lines.  
Work independently with little direction.  
Plan and organize work.

### EDUCATION AND EXPERIENCE:

Master's degree in psychology, behavior analysis or closely related field and ~~three~~two years of increasingly responsible experience in behavior analysis, behavior management and/or socialization experience in a similar setting and Board Certified Behavior Analyst (BCBA) certification.

~~The following may be substituted for the Master's degree requirement:~~

~~A Bachelor's degree in psychology, behavior analysis or closely related field and Board Certified Behavior Analyst (BCBA) certification~~

OR

A ~~Bachelor's~~Bachelor's degree in psychology, behavior analysis or closely related field and Board Certified Assistant Behavior Analyst (BCaBA) certification and working towards a Master's degree in psychology, behavior analysis or closely related field and pursuing certification as a BCBA.  
~~working towards a Master's degree in psychology, behavior analysis or closely related field and pursuing certification as a BCBA.~~

### LICENSES AND OTHER REQUIREMENTS:

Certification as a Board Certified Behavior Analyst (BCBA) OR Board Certified Assistant Behavior Analyst (BCaBA) and working towards a BCBA.  
Valid California driver's license.

### WORKING CONDITIONS:

#### ENVIRONMENT:

Office and classroom setting.  
Driving a vehicle to conduct work.

#### PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.  
Seeing to read a variety of materials.  
Hearing and speaking to exchange information in person and on the telephone.  
Sitting for extended periods of time.  
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies.  
Lifting moderately heavy objects.



## *Personnel Commission*

Item No: 6.4

**Date:** June 13, 2019

**Item:** Revised Class Specification – Lead Behaviorist

**Overview:** The Lead Behaviorist class description was established in 2017. Since that time, we have found that there are revisions needed to the Education and Experience. Please see attached revision.

**Recommendation:** Approve the revised class specification as presented.

**Prepared by:**

  
Pam Shanks, Director of Human Resources





**CLASS TITLE: LEAD BEHAVIORIST**

**BASIC FUNCTION:**

Under the direction of the Director, SELPA, plan, organize, develop, and supervise a variety of behavioral services to individuals, groups, and families as a member of a school site behavioral team by using applied behavior analysis. Prepare and maintain a variety of records and reports; supervise, train and evaluate the performance of assigned personnel.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

Plan, organize, develop, and supervise a variety of behavioral services to individuals, groups, and families using applied behavior analysis including strategies for students in special education. Design and implement programs for students that are consistent with the total education philosophy of the District.

Collaborate with general education teachers, special education teachers, and school administration in planning and developing behavioral programs. Work as a team member lead in the development and implementation of inclusive behavioral strategies.

Participate as a team member lead in the identification of social/behavioral problems. Design, implement, and monitor progress of behavioral management programs for students to remediate behavioral and social problems.

Participate in the development of the individual educational programs for students as needed, including developing formal Behavior Intervention Plans (BIP). Participate as a team member lead in the evaluation of student progress; assist students who are transitioning from alternative programs to regular education.

Develop and conduct trainings for staff and parents regarding techniques for remediation of behavioral, social or personal problems of students along with crisis prevention plans. Additionally, train staff in and conduct functional analysis assessments of behavior for students with complex and or severe behaviors.

Refer students who require further evaluation or follow-up services to the appropriate school personnel or community agencies.

Supervise, train and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for accuracy, completeness and compliance with established requirements.

Communicate with a variety of personnel, administrators, parents, and various public agencies.

Assist in the development and implementation of reporting systems to parents. Complete reports for appropriate local and State educational agencies.

Provide information and coordinate professional and community resources with other staff and related organizations.

Maintain a variety of student records including but not limited to psychosocial and behavioral data.

Operate with fluency a variety of technology devices, programs, and applications; drive a vehicle to conduct work as assigned.

Compile information and prepare and maintain a variety of records, logs and reports related to programs, students, projects and assigned duties; establish and maintain filing systems.

Attend a variety of meetings and collect and compile information for meetings as needed. Continue professional development through educational meetings, visiting related facilities, participating in technical training opportunities, and exchanging ideas among staff.

**OTHER DUTIES:**

Perform related duties as assigned.

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

Principles and methods of behavior analysis.

Theory of behavior and socialization needs of students.

Objectives of behavior intervention techniques, treatment and services.

Socialization activities used in behavior management.

Health and safety regulations.

District terminology, practices and procedures.

Organizational operations, policies and objectives.

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

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Interpersonal skills using tact, patience and courtesy.

Operation of a variety of technology devices including but not limited to a computer and assigned software.

Applicable sections of the State Education Code and other applicable laws.

**ABILITY TO:**

Identify and analyze areas of behavior and socialization needs.

Develop and carry out behavior plans, goals and objectives.

Provide consultation for classroom and home behavior management.

Explain and provide training on behavior management principles and methods.

Maintain records and prepare reports.

Apply appropriate behavior management procedures in working with students at all grade levels.

Work independently with little direction.

Interpret, apply and explain rules, regulations, policies and procedures.  
Supervise, train and evaluate the performance of assigned personnel.  
Compile and maintain accurate records and prepare reports.  
Work confidentially with discretion.  
Communicate effectively both orally and in writing.  
Communicate effectively in a second language may be required.  
Establish and maintain cooperative and effective working relationships with others.  
Operate with fluency a variety of technology devices, programs and applications.  
Determine appropriate action within clearly defined guidelines.  
Meet schedules and time lines.  
Work independently with little direction.  
Plan and organize work.

**EDUCATION AND EXPERIENCE:**

Master's degree in psychology, behavior analysis or closely related field and ~~three-four~~ years of increasingly responsible experience in behavior analysis, behavior management and/or socialization experience in a similar setting and Board Certified Behavior Analyst (BCBA) certification.

~~The following may be substituted for the Master's degree requirement:~~

~~A Bachelor's degree in psychology, behavior analysis or closely related field and Board Certified Behavior Analyst (BCBA) certification.~~

**LICENSES AND OTHER REQUIREMENTS:**

Certification as a Board Certified Behavior Analyst (BCBA).  
Valid California driver's license.

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

Office and classroom setting.  
Driving a vehicle to conduct work.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.  
Seeing to read a variety of materials.  
Hearing and speaking to exchange information in person and on the telephone.  
Sitting for extended periods of time.  
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies.  
Lifting moderately heavy objects.

**HAZARDS:**

Exposure to individuals displaying physically aggressive, self-abusive, or socially undesirable behaviors.