



PERSONNEL COMMISSION
AGENDA OF REGULAR MEETING
Wednesday, March 09, 2022 - 5:30 P.M.
37230 37th Street East, Room 125
Palmdale, CA 93550

The Personnel Commission is committed to public input and participation in Personnel Commission meetings in a manner that is consistent with guidance provided by our county public health official. Anyone attending the meeting in person (limited capacity) will be required to wear a face covering for the duration of the meeting until otherwise advised.

In compliance with the American with Disabilities Act, if special assistance is required to participate in this meeting, contact the Personnel Commission Office at 661-285-2902. Notification 48 hours prior to the meeting will enable the Commission to make reasonable arrangements to ensure accessibility to this meeting.

Pursuant to Government Code 54954.2 (a) (1), the District is required to make documents (revised or otherwise) distributed to the Personnel Commission within 72 hours of a meeting, simultaneously available for public review, provided such documents are not otherwise exempt from public disclosure. Such documents will be available may for review at the Personnel Commission Office.

CALL TO ORDER

PLEDGE OF ALLEGIANCE TO THE FLAG

ROLL CALL: Mrs. Deneese Thompson, Chairperson
Mr. Dale Speights, Vice Chairperson
Mrs. Kathleen Duren, Commissioner

I. PRELIMINARY BUSINESS

ACTION

A. Approve Meeting Minutes – February 9, 2022

28-21/22

II. PUBLIC COMMENTS

A. Comments Concerning Items on the Agenda
B. Comments Concerning Non-Agenda Items

III. CONSENT AGENDA

Actions proposed for the Consent Agenda are items consistent with adopted rules and regulations of the Personnel Commission and are deemed routine in nature. They will be acted upon in one motion, without discussion, unless members of the Personnel Commission, staff, or a member in the audience requests an items removal. The item will be removed from the motion to approve and will be discussed immediately following the Consent Agenda.

A. Approve Consent Agenda

ACTION

1. Ratification of Eligibility Lists
(Substitute, Open, Promotional Recruitments)
2. Extension of Eligibility Lists
3. Nullification of Eligibility Lists
4. Ratification of Transfers

29-21/22

IV. NEW BUSINESS

ACTION

A. Approve Eligibility List with Fewer Than Three Ranks
Benefits Payroll Clerk

30-21/22

B. Approve Eligibility Lists with Fewer Than Three Ranks
Paraeducator Certified Interpreter (DHH)

31-21/22

- | | <u>ACTION</u> |
|--|----------------------|
| C. Approve Initial Salary Placement
Mental Health Intensive Case Manager | 32-21/22 |
| D. Approve Attendance – 2022 CSPCA Merit Academy | 33-21/22 |
| E. Approve Essential Functions Position Analysis
Special Education Instructional Assistant | 34-21/22 |
|
V. INFORMATION/COMMENTS | |
| A. Classified Update | |
| B. Comments from Director | |
| C. Comments from Commissioners | |
|
VI. RECESS TO CLOSED SESSION | |
| A. With respect to every item of business to be discussed in closed session, pursuant to Government Code, Section 54957. | |
| 1. Confidential/Personnel Matters | |
|
VII. RECONVENE TO OPEN SESSION | |
|
VIII. REPORT OUT ANY ACTIONS TAKEN IN CLOSED SESSION | |
| A. With respect to every item of business to be discussed in closed session, pursuant to Government Code, Section 54957. | |
| 1. Confidential/Personnel Matters | |
|
IX. DATE/TIME OF NEXT PERSONNEL COMMISSION MEETING: April 13, 2022 at 5:30 P.M. | |

OPEN SESSION ADJOURNMENT _____ P.M

Personnel Commission Meeting
of the
Palmdale School District

Minutes of February 09, 2022 Regular Meeting

CALL TO ORDER Commissioner Speights, Chairperson, called the meeting to order at 5:30 PM, followed by the Pledge of Allegiance.

MEMBERS PRESENT Mr. Dale Speights, Chairperson
Mrs. Kathleen Duren, Vice-Chair
Mrs. Deneese Thompson, Commissioner

STAFF PRESENT Ms. Mary Theus, Director, Personnel Commission
Mrs. Esthefany Iraheta, Bilingual Admin Secretary

PRELIMINARY BUSINESS

APPROVAL OF MEETING MINUTES Commissioner Thompson motioned to approve the minutes recorded for the December 8, 2021 regular meeting, with Commissioner Duren providing a second. The motion carried by unanimous vote.
Duren-aye; Speights-aye; Thompson-aye.

Commissioner Duren motioned to approve the minutes recorded for the January 12, 2022 regular meeting, with Commissioner Thompson providing a second. The motion carried by unanimous vote.
Duren-aye; Speights-aye; Thompson-aye.

PUBLIC COMMENTS AGENDA ITEMS Helena Perkins, President of CSEA, commented on the CSPCA Conference item. She thanked the Commission for the invitation to attend and registration. She stated that she has attended in the past and really appreciates this opportunity once again.

PUBLIC COMMENTS NON-AGENDA ITEMS Helena Perkins, CSEA President wished everyone a Happy New Year and Black History month. She spoke regarding the hiring process and acknowledged that the Personnel Commission staff is working hard to fill positions. Yet, on behalf of everyone, she wants to remind the Commission to stay on the path of cutting down the number of open positions. Ms. Perkins further stated that she is aware of the difficulties in doing so, but would just like to bring it to the Commission's attention. In addition, she mentioned that perhaps in the near future, CSEA may bring position changes including salary to the Commission for approval.

CONSENT AGENDA Commissioner Duren motioned to approve the Consent Agenda as presented, with Commissioner Thompson providing a second. The motion carried by unanimous vote. *Duren-aye; Speights-aye; Thompson-aye*

NEW BUSINESS

APPROVE REVISION

Approve Revision to Personnel Commission Rules and Regulations Chapter 4, Section 4, Item 6.18 - Transfer

Commissioner Duren motioned with a second by Commissioner Thompson, to approve the revision to Personnel Commission Rules and Regulations. Commissioner Duren questioned whether feedback during the first and second readings were addressed. Ms. Theus confirmed that the language in question was removed from the final version. The motion carried by unanimous vote.
Duren-aye; Speights-aye; Thompson-aye.

APPROVE CONFERENCE ATTENDANCE

Approve Attendance to 2022 CSPCA Conference

Commissioner Thompson motioned with a second by Commissioner Duren, to approve the attendance to the 2022 CSPCA Conference. Commissioner Duren requested to know if anyone besides the Commissioners and CSEA is attending. Ms. Theus mentioned that the Personnel Analysts would attend the virtual 2022 Merit Academy instead of the conference. The motion carried by unanimous vote.
Duren-aye; Speights-aye; Thompson-aye.

INFORMATION/COMMENTS

QUARTERLY REVIEW OF OPERATIONAL EXPENSES

Ms. Theus distributed the operational expenses from the beginning of the year to February 3rd. She mentioned that the delay in posting legal expenditures is resolved and costs to date are shown on the report.

CLASSIFIED UPDATE

Ms. Theus distributed the Classified Update and reported the activities performed by the Personnel Commission staff. She added that the response for testing is less than desired. Multiple examination sessions continue to be scheduled every two weeks for postings that are continuous. She also mentioned that the District is utilizing billboards throughout the city to advertise job opportunities.

COMMENTS FROM DIRECTOR

Ms. Theus informed the Commission about remote testing procedures conducted for a substitute custodian recruitment. She outlined the process and challenges, and provided data from the first run-through. Commission staff believes this will be a great method to use for some substitute recruitments and/or entry level positions. Ms. Theus did mention that test security is a concern, but other programs may have more stringent features that can be considered.

Ms. Theus also mentioned and extended congratulations to Ryan Beardsley, Assistant Superintendent of Human Resources, for being selected as the Central Office Leader for 2021-2022. She also gave an update on the recruitment and selection for other leadership positions. Mr. Marvin Osejo will join the District as Assistant Director Maintenance and Operations. Lastly, Ms. Theus reminded everyone that the District provides drive-through COVID testing at Site 18 every week.

Commissioner Thompson mentioned this has been her first outing since her knee procedure, and it feels good to be back.

Commissioner Duren mentioned that she is glad that Commissioner Thompson and the audience are back because the meeting had been lonely. She went on to say that she has some reservations on using the remote testing method, but understands the need and why it is being considered. She noted that all school districts throughout the state are experiencing the same recruitment and employment issues.

Commissioner Speights shared his visit to Los Amigos along with Cabinet, and spent time with the cafeteria staff. Everyone is still holding a smile; he is very proud of everyone.

CLOSED SESSION

- A. With respect to every item of business to be discussed in closed session, pursuant to Government Code Section 54957
 - 1. Confidential/Personnel Matters

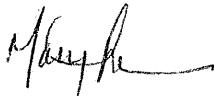
There was no closed session or action to report.

NEXT MEETING and ADJOURNMENT

The next regular meeting of the Personnel Commission is scheduled March 9, 2022 at 5:30 PM in Room 125 at the Site 18 location.

On a motion by Commissioner Thompson and second by Commissioner Speights, the meeting adjourned at 5:55 PM.

Respectfully submitted,



Mary Theus
Director, Personnel Commission

APPROVED:

Dale Speights, Chairperson

Kathleen Duren, Vice Chairperson

Deneese Thompson, Commissioner

Classified Update for February 9, 2022

Testing Status:

Benefits/Payroll Clerk	QAI pending
Bilingual/ECE Teacher Assistant	Written exam 1/20, 2/15/2022; QAI 2/23/2022
Crossing Guard	2/1 and 2/4/2022
Instructional Assistant I	1/11 – 1/13/2022; 2/16 – 2/18/2022
Internet and Media Communications Spec.	Written exam 2/2/2022; QAI pending
Maintenance Worker II	Written exam 12/7/2021; QAI 2/16/2022
Paraeducator/LVN	Written exam pending
Paraeducator Moderate to Severe	Written exam 2/8/2022; QAI 2/14/2022
School Secretary	Performance/written exam 2/1/2022; QAI 2/17/2022
Special Education Instructional Asst	Written exam 1/27, 2/10/2022; QAI 2/2 and 2/16/2022

Postings:

Bilingual Administrative Clerk II	Closes 2/15/2022
Bilingual Typist Clerk	Closes 2/15/2022
Bilingual ECE Teacher Assistant	Continuous
Certified Occupational Therapy Assistant	Closes 2/21/2022
Crossing Guard	Continuous
ECE Teacher Assistant	Continuous
Family Health Provider	Extended to 2/11/2022

Grounds/Utility Maintenance Worker II	Closes 2/14/2022
Health Assistant – LVN	Reposted until 2/16/2022
Instructional Assistant I	Closes 2/9/2022
Math Tutor (Casual)	Continuous
Mental Health-Intensive Case Manager	Reposted until 2/9/2022
Noon Duty/Campus Assistant	Closes 2/15/2022
Occupational Therapist	Continuous
Paraeducator-Certified Interpreter I/II	Continuous
Paraeducator – LVN	Reposted until 2/15/2022
Paraeducator Moderate to Severe	Continuous
Paraeducator – Translator (DHH)	Closes 2/14/2022
Special Education Instructional Assistant	Continuous
Student Interventionist	Closed 1/11/2022

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	RATIFICATION OF SUBSTITUTE LIST(S)	

STATUS

The testing procedure for establishment of an eligibility list for the classifications on the attached "Substitute/Casual Recruitment Summary Report" have been completed and the list(s) established as presented.

RECOMMENDATION

It is recommended that the eligibility list(s) for the attached classification(s) be ratified.

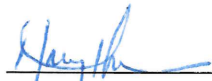
MT:eai
29-21/22

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
March 09, 2022**

SUBSTITUTE/CASUAL RECRUITMENT SUMMARY REPORT

Job Classification	Recruitment Open Date	Recruitment Close Date	Written Exam Date	Number of Applicants	Passed MQs invited to test	Exam Participants	Participant No Shows / Declined	Passed Performance	Passed Written	Number on Referral List	Sent Referral List to Human Resources
Substitute Administrative Clerk	11/05/2021	Continuous	02/09/2022 02/10/2022	118	88	39	49	7	7	7	02/10/2022
Substitute Crossing Guard	10/04/2021	Continuous	02/08/2022	31	14	7	7	N/A	5	5	02/08/2022
Substitute Custodian	12/07/2021	01/06/2022	01/26/2022 01/27/2022 01/28/2022	75	45	23	22	N/A	13	10	02/03/2022 02/09/2022
Substitute ECE Teacher Asstant	07/08/2021	Continuous	02/15/2022	15	5	2	3	NA	2	2	02/17/2022
Substitute Instructional Assistant	07/08/2021	Continuous	02/16/2022	13	13	3	10	N/A	2	2	02/16/2022
Substitute Instructional Assistant	07/08/2021	Continuous	03/01/2022	8	8	7	1	N/A	7	7	02/25/2022 03/01/2022
Substitute Paraeducator Moderate-Severe	07/08/2021	Continuous	03/01/2022	10	4	2	2	N/A	1	1	03/01/2022
Substitute Special Education Inst. Asst.	07/08/2021	Continuous	03/01/2022	11	9	3	6	N/A	3	3	03/01/2022

I certify the eligibility list process is complete and in compliance with pertinent Education Codes (merit system) and Personnel Commission Rules and Regulations.



Mary Theus, Director

3/2/2022

Date

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	RATIFICATION OF ELIGIBILITY LIST(S)	

STATUS

The testing procedure for establishment of an eligibility list for the classifications on the attached "Classified Recruitment Summary Report" have been completed and the list(s) established as presented.

RECOMMENDATION

It is recommended that the eligibility list(s) for the attached classification(s) be ratified.

Palmdale School District
Personnel Commission

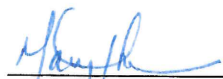
March 09, 2022

CLASSIFIED RECRUITMENT SUMMARY REPORT

Job Classification	Recruitment Open Date	Recruitment Close Date	Written Exam Date	QAI Date	Number of Applicants	Passed MQs invited to test	Exam Participants	Participant No Shows / Declined	Passed Performance	Passed Written	Passed QAI	Number Eligible	List Effective Date	List Expiration Date	Merged *Yes/No	Total # of Ranks
Crossing Guard	11/23/2021	Continuous	02/01/2022 02/04/2022	N/A	89	62	17	45	N/A	14	N/A	14	02/08/2022	02/07/2023	*Yes	9
Instructional Assistant I	11/23/2021	12/15/2021	02/18/2022	N/A	3	3	1	2	N/A	0	N/A	0	N/A	N/A	N/A	N/A
Instructional Assistant I	01/19/2022	02/09/2022	02/16/2022 02/17/2022 02/18/2022	N/A	57	53	29	25	N/A	21	N/A	21	02/23/2022	02/22/2023	*Yes	14
Maintenance Worker II	10/25/2021	11/15/2021	12/07/2021	02/16/2022	123	30	22	8	NA	19	19	19	02/18/2022	02/17/2023	No	15
Noon Duty/Campus Assistant	01/25/2022	02/15/2022	02/23/2022 02/24/2022	N/A	139	124	57	67	N/A	53	N/A	53	03/01/2022	02/28/2023	*Yes	10
Paraeducator Moderate to Severe	07/14/2021	Continuous	11/30/2021 02/08/2022	02/14/2022	68	21	10	11	NA	8	8	8	02/14/2022	02/13/2023	*Yes	8
School Secretary	12/13/2021	01/07/2022	02/01/2022	02/17/2022	41	15	13	2	8	7	7	7	02/18/2022	02/17/2023	*Yes	9
Special Education Instructional Assistant	07/17/2021	Continuous	02/10/2022	02/16/2022	21	14	6	8	NA	4	4	4	02/16/2022	02/15/2023	*Yes	13
Warehouse Wrkr/Delivery Driver II	10/26/2021	11/16/2021	01/14/2022	02/3/2022	117	65	41	24	N/A	27	22	22	02/07/2022	02/6/2023	No	12
ECE Teacher Assistant	07/08/2021	Continuous	02/15/2022	02/23/2022	53	3	2	1	N/A	2	2	2	02/28/2022	02/27/2023	*Yes	5
Bilingual ECE Teacher Assistant	07/08/2021	Continuous	02/15/2022	02/23/2022	32	3	3	0	N/A	2	2	2	02/28/2022	02/27/2023	*Yes	3

*Only new eligibles have the expiration date of the merged eligibility list; previous eligibles maintain the original expiration date.

I certify the eligibility list process is complete and in compliance with pertinent Education Codes (merit system) and Personnel Commission Rules and Regulations.


Mary Theus, Director

3/2/2022
Date

DATE	March 09, 2022		REPORT
TO:	Personnel Commission	<u> X </u>	ACTION
FROM:	Mary Theus Director, Personnel Commission		
RE:	EXTENSION OF ELIGIBILITY LIST(S)		

Job Classification	Effective Date	Expiration Date	Date Extended
Family Partnership Specialist – Headstart	09/28/2020	03/27/2022	09/27/2022

MT:eai
29-21/22

DATE	March 09, 2022		REPORT
TO:	Personnel Commission	<u> X </u>	ACTION
FROM:	Mary Theus Director, Personnel Commission		
RE:	NULLIFICATION OF ELIGIBILITY LIST(S)		

The eligibility list(s) for the following classifications have expired or have insufficient ranks remaining.

Job Classification	Effective Date	Expiration Date
Bilingual ECE Teacher Assistant	01/07/2022	01/06/2023
Crossing Guard	12/16/2021	12/15/2022
ECE Teacher Assistant	01/07/2022	01/06/2021
Instructional Assistant I	01/19/2022	01/18/2023
Noon Duty/Campus Assistant	10/05/2021	10/04/2022
Paraeducator Moderate to Severe	11/08/2021	11/07/2022
School Secretary	06/12/2020	06/11/2022
Special Education Instructional Assistant I	02/02/2022	02/01/2023

RECOMMENDATION

It is recommended that the eligibility list(s) stated above be nullified.

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	RATIFICATION OF TRANSFER(S)	

STATUS

As provided for in the Personnel Commission Rules and Regulations and the Collective Bargaining Agreement, the Personnel Commission shall ratify transfers.

RECOMMENDATION

It is recommended that the Personnel Commission ratify the transfer(s) included as “Change of Status” from the Board Agenda.

Transfers and Reassignments

03/09/2022

<u>Employee Name</u>	<u>Effective Date</u>	<u>Classification(s)</u>	<u>Comments</u>
a. Bambaren, Alexandra	1/3/2022	From Personnel Administrative Clerk (HR) to Bilingual Administrative Secretary (SESS) 8.0 hrs / 12 mo.	Promotion Replacement for Andrea Ortiz
b. Colin, Jareli	2/25/2022	Administrative Clerk I, 5.75 hrs/10 mo., from (SH) to (M&O)	Voluntary transfer Growth position
c. Cortez, Karina	2/2/2022	From Bilingual Typist Clerk (BV) 5.75 hrs/10 mo., to Accounting Clerk II (Fiscal) 8.0 hrs/12 mo.	Promotion Replacement for Maria Cervantes
d. Guzman, Irma	2/28/2022	Parent/Community Liaison, from (MQ) to (PLP) 8.00 hrs/182 days	Voluntary transfer Replacement for Jonathan Frias
e. Martinez, Teresita	1/24/2022	From Bilingual Typist Clerk (OC) 5.75 hrs/10 mo., to Special Education Instructional Assistant I (CH) 5.75 hrs/182 days	Voluntary demotion Replacement for Desiree Johnson
f. McConnell, McKenzie	2/10/2022	Paraeducator Moderate to Severe from (PDC) 5.75 hrs/182 days, to (PDC) 7.00 hrs/182 days	Increase by seniority Replacement for Ludivina Nieto
g. Navarro Cuevas, Genaro	1/24/2022	From Custodian II (ECE) 8.0 hrs/12 mo., to Custodian I (ECE) 8.0 hrs/12 mo.	Voluntary demotion Replacement for Nelson Orteiz
h. Rodriguez, James	2/7/2022	Special Ed. Instructional Assistant I, 6.50 hrs/182 days, from (DGM) to (DC)	Reassignment; elimination of position Replacement for Marcelina Inong
i. Russell, Anabela M.	2/18/2022	From Paraeducator LVN (Health Services) to Health Assistant LVN (MQ) 8.00 hrs/11 mo.	Replacement for Bounxou Xayavong
j. Saenz, Cheryl M.	2/7/2022	Speech-Language Pathology Assistant, from (BV) to (First Steps/JH) split assignment, 6.50 hrs/182 days	Transfer
k. Stump, Shalene H.	2/7/2022	Paraeducator Translator, from (PLP) 5.75 hrs/182 days, to (PLP) 6.50 hrs/182 days	Increase by seniority Replacement for Tianna Murphy
l. Tejeda, Ivonne A.	2/11/2022	From Health Assistant (PDC) 8.00 hrs/11 mo., to School Secretary (First Steps/OT) 8.00 hrs/11 mo.	Promotion Replacement for Kim Bowen
m. Tejeda, Ivonne A.	2/17/2022	From School Secretary (First Steps/OT) 8.00 hrs/11 mo., to Health Assistant (PDC) 8.00 hrs/11 mo.	Voluntary Demotion

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE:	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	APPROVAL OF ELIGIBILITY LIST WITH LESS THAN THREE RANKS: BENEFITS/PAYROLL CLERK	

BACKGROUND

A primary function of the Personnel Commission is to recruit and select qualified candidates for employment with the District based on the merit system. Through the selection process, candidates are tested and ranked on the basis of their overall knowledge, skills, and abilities.

STATUS

Recruitment efforts for Benefits/Payroll Clerk have been challenging. The job posting for this classification was published in November through December, 2021 for recruitment of qualified applicants. A sufficient number of applications were submitted during the posting period; however, a majority of the applicant pool did not meet minimum qualifications. Those who were invited to test either did not appear or were unsuccessful.

There are two ranks of candidates (two eligibles) who meet the minimum qualifications and successfully completed the examination process. To support the critical needs of the District's payroll department, it is requested that the eligibility list be approved to initiate procedures to fill a vacancy. The classification is currently posted for recruitment of additional applicants.

RECOMMENDATION

It is recommended that the Personnel Commission approve the Benefits/Payroll Clerk eligibility list containing two ranks as presented.

Palmdale School District
Personnel Commission

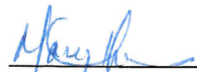
March 09, 2022

CLASSIFIED RECRUITMENT SUMMARY REPORT

Job Classification	Recruitment Open Date	Recruitment Close Date	Written Exam Date	QAI Date	Number of Applicants	Passed MQs invited to test	Exam Participants	Participant No Shows / Declined	Passed Performance	Passed Written	Passed QAI	Number Eligible	List Effective Date	List Expiration Date	Merged *Yes/No	Total # of Ranks
Benefits/Payroll Clerk	11/24/2021	12/16/2021	02/04/2022	02/22/2022	54	17	12	5	2	2	2	2	02/22/2022	02/21/2023	No	2

*Only new eligibles have the expiration date of the merged eligibility list; previous eligibles maintain the original expiration date.

I certify the eligibility list process is complete and in compliance with pertinent Education Codes (merit system) and Personnel Commission Rules and Regulations.



Mary Theus, Director

Date

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE: March 09, 2022 REPORT

TO: Personnel Commission X ACTION

FROM: Mary Theus
Director, Personnel Commission

RE: APPROVAL OF ELIGIBILITY LIST WITH LESS THAN THREE RANKS:
PARAEDUCATOR CERTIFIED INTERPRETER (DHH)

BACKGROUND

A primary function of the Personnel Commission is to recruit and select qualified candidates for employment with the District based on the merit system. Through the selection process, candidates are tested and ranked on the basis of their overall knowledge, skills, and abilities.

STATUS

Recruitment efforts for the Paraeducator Certified Interpreter (DHH) classification is continuous with a limited number of applicants. Currently, we have one applicant that has met the minimum qualifications and completed the examination process. Due to an ongoing need for qualified candidates, the District would like the ability to interview and select, if appropriate, from the list of one eligible presented for your consideration and approval.

RECOMMENDATION

It is recommended that the Personnel Commission approve the eligibility list for Paraeducator Certified Interpreter (DHH) as presented.

Palmdale School District
Personnel Commission


March 09, 2022

CLASSIFIED RECRUITMENT SUMMARY REPORT

Job Classification	Recruitment Open Date	Recruitment Close Date	Written Exam Date	QAI Date	Number of Applicants	Passed MQs invited to test	Exam Participants	Participant No Shows / Declined	Passed Performance	Passed Written	Passed QAI	Number Eligible	List Effective Date	List Expiration Date	Merged *Yes/No	Total # of Ranks
Paraeducator-Certified Interpreter (DHH)	07/01/2020	Cont.	06/30/2021	02/08/2022	11	2	1	1	NA	1	1	1	02/08/2022	02/07/2023	No	1

*Only new eligibles have the expiration date of the merged eligibility list; previous eligibles maintain the original expiration date.

I certify the eligibility list process is complete and in compliance with pertinent Education Codes (merit system) and Personnel Commission Rules and Regulations.



Mary Theus, Director



Date

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE:	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	APPROVE INITIAL SALARY STEP PLACEMENT MENTAL HEALTH INTENSIVE CASE MANAGER	

BACKGROUND

In accordance with Personnel Commission Rules and Regulations, Item 7.6, the initial salary placement is the first step of the salary range as approved by the Commission. An accelerated pay rate may be established in classifications where recruitment efforts are difficult. The initial salary placement may be set beyond the first step, but not to exceed the third step, with the recommendation of the Superintendent as well as the approval of the Board and Commission.

STATUS

The Mental Health Intensive Case Manager position can be difficult to fill because of the certification and minimum qualification requirements. Two qualified candidates with extensive experience were recently selected through the interview process for contingent hire.

As approved by the Superintendent, the initial salary step placement recommendation to employ Applicant #29811235 as Mental Health Intensive Case Manager is at Step 2 (\$91,007) of the Leadership Team Salary Schedule pursuant to Rule 7.6.

RECOMMENDATION

It is recommended that the Personnel Commission approve the initial salary step placement as recommended.

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE:	March 09, 2022	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	APPROVAL OF ATTENDANCE TO MERIT ACADEMY: CALIFORNIA SCHOOL PERSONNEL COMMISSIONERS ASSOCIATION (CSPCA)	

BACKGROUND

The Personnel Commission and staff have an opportunity each year to attend the CSPCA Merit Academy. This academy is an educational program designed to provide a comprehensive curriculum in the workings of a merit system that is delivered by expert practitioners in merit system districts and legal fields.

STATUS

The 2022 CSPCA Merit Academy will be virtual. The eight-session series, Thursday and Saturday each month, will commence March 19 through June 30, 2022. The program includes specialized training and instruction on a variety of topics pertinent to Merit System procedures and Human Resource management.

The Academy cost is \$575 per attendee. It includes publications, handouts, and other resource materials for the entire series.

RECOMMENDATION

It is recommended that the Personnel Commission approve the attendance for interested staff, as appropriate.



California School Personnel Commissioners Association
Supporting Education Through Merit

Philip J. Gordillo, Executive Director

2022 CSPCA MERIT ACADEMY

CSPCA invites you to attend the 2022 Virtual Merit Academy; an educational program designed for new and aspiring merit system Directors, Personnel Commissioners, and other advocates interested in the workings of a merit system. The Academy will provide a comprehensive curriculum including sessions on the following areas:

- Merit Academy Orientation
- Roles & Responsibilities: PC, Board, Director, Staff and Education Code
- The Brown Act
- Classification and Compensation
- Recruitment and Examination
- Certification and Selection
- Collective Bargaining/Hearings and Appeals
- Fair Employment/EEO

PRESENTERS

Our presenters are stellar practitioners in merit system districts including Human Resources Directors, Personnel Commissioners, attorneys, and other renowned experts in their fields.

COSTS

The Academy costs \$575 per attendee. The registration fee includes all publications, handouts, documents and other materials for the entire Merit Academy series. All sessions are virtual using Zoom Meeting platform.

2022 CSPCA Merit Academy Training Schedule



- Saturday - March 19, 2022
- Thursday - March 31, 2022
- Saturday - April 16, 2022
- Thursday - May 5, 2022
- Saturday - May 21, 2022
- Thursday - June 2, 2022
- Saturday - June 18, 2022
- Thursday - June 30, 2022

REGISTRATION

To register, please follow the registration link below:

<https://tinyurl.com/meritacademy>

Mail payment to:

Philip J. Gordillo
Executive Director, CSPCA
4124 Wessex Drive
San Jose, CA 95136

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE:	March 09, 2022	REPORT
TO:	Personnel Commission	<u>X</u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	APPROVAL OF ESSENTIAL FUNCTIONS POSITION ANALYSIS SPECIAL EDUCATION INSTRUCTIONAL ASSISTANT	

BACKGROUND

A primary function of the Personnel Commission is to review job descriptions as well as determine the merit and fitness requirements for classified classifications. The Americans with Disabilities Act (ADA) suggests that physical/mental requirements for the performance of the essential functions for a particular classification be specified in a recommended format.

STATUS

Shaw HR Consulting, an independent contractor providing services to the District, developed an Essential Functions Position Analysis ("EFPA") for the Special Education Instructional Assistant ("SEIA") classification.

EFPA's are developed to assist the District with disability interactive process management and reasonable accommodation facilitation as well as to support classified employees. As the current ADA Compliant Job Analysis document on record for SEIA is outdated, the comprehensive version created by Shaw HR Consulting will replace the existing version.

RECOMMENDATION

It is recommended that the Personnel Commission approve the Essential Functions Job as presented.

PALMDALE SCHOOL DISTRICT

39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550

ESSENTIAL FUNCTIONS POSITION ANALYSIS®

Introduction

An Essential Functions Position Analysis (EFPA®) describes the classification/position and not the work of an individual employee. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFPA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFPA's are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

POSITION TITLE	DEPARTMENT / DIVISION
Special Education Instructional Assistant I,II,III	Special Education / various sites

I. Classification/Position Summary:

To perform a variety of duties and responsibilities involved in assisting in special education programs including to prepare teaching materials, supervise students and to meet the special education needs of students.

Position Details	The District has part-time and full-time assignments; hourly.
Work Hours / Hours per Week	Shift times vary depending on needs of assigned site and needs of student population being serviced each school year to provide sufficient support across all classes ranging from 7:30 a.m. to 3:15 p.m.; full time shifts are typically 5.75 hours to 6.75 hours per day; 28.75 to 33.75 hours per week.
Days of the Week	Monday through Friday
Overtime /Holidays Required	Typically, no overtime required unless a field trip extends beyond normal workday.
Paid / Unpaid Breaks	Per current MOU: "All unit members working more than six (6) consecutive hours per day shall be entitled to an unpaid, uninterrupted lunch period of thirty (30) minutes; a fifteen (15) minute compensated rest period shall be provided to all unit members for each four (4) hour period of service. The rest period herein described shall be taken at the direction of the immediate supervisor at or near the midpoint of each four (4) hour period of service."
Position represented by a Collective Bargaining Agreement?	Yes, California School Employees Association (CSEA)

NOTES: Classes in this series are distinguished by level of education attained and years of experience. The Special Education Instructional Assistant I classification requires formal or informal education or training which ensures the ability to read and write at a level necessary for successful job performance. (1) It was clarified in interviews that this position can potentially expose an employee to high anxiety, high stress situations in which they must deescalate student behavior to help maintain classroom functionality and a healthy learning environment. (2) Flexibility in schedule and activities is necessary throughout the shift to provide assistance to all students as it is needed. (3) Incumbent may work 1-on-1 with assigned students or work with a small group. (4) Incumbents may be assigned to a student population with emotional issues (ED), autism, behavioral issues and/or mild-to-moderate physical disabilities.

Frequency Definitions: **Never** = Does not occur ever, or may not ever occur for some incumbent; **Infrequent** = May occur, but not on a daily basis; **Seldom** = Occurs less than 30 minutes per shift; **Occasional** = Occurs 31 minutes to 2.5 hours per shift; **Frequent** = Occurs 2.6 to 5.5 hours per shift; **Continuous** = Occurs more than 5.6 hours per shift

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II. Essential Functions of Classification/Position:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Functions

Actual assignment hours may vary. This document is based on a 6.75 -hour day and 33.75 hour per week schedule.

#	Description of Essential Functions	Percentage of Typical Work Day / Notes
1	<p>INSTRUCTIONAL SUPPORT: Assist special education teacher in the conduct of lessons and other classroom activities; prepare for and assist with various classroom projects; assist individual or small groups of students with academic skills; listen to and drill individuals or small groups of students in reading, spelling, math and other subjects; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent provides instructional support to assigned students in a self-contained classroom setting; may work in small groups or individually with students to best support instructional needs, with Pre-Kindergarten to 12th grade students as well as post-secondary up to 22 years of age; works with students grouped / differentiated as appropriate; partners with classroom teacher to adapt learning materials as required for assigned students in language arts, history, reading, arts and crafts, math, science, physical education, occupational, life skills (i.e., laundry, cooking, etc.) and other applicable subjects; follows teacher lesson plans as directed; partners with classroom teacher to address learning and behavior issues affecting learning; keeps students focused and on-task; works with students on all assigned academic skills / subjects; prepares, assembles and / or adapts learning materials / equipment to meet student individual academic needs / abilities; provides prompting with clarifying questions, prompting by minor physical touch (i.e., shoulder taps); conducts hand-over-hand instruction as needed; exhibits concepts through demonstration, detailed instruction, etc. as required to meet student learning needs and ensure participation to student's ability; leads small group centers of instruction; complies with Education Code provisions; provides opportunity for students to develop a sense of responsibility, self-discipline and citizenship and to develop creative expression; implements teacher lesson plans, while ensuring the integrity of academic time in a manner which motivates students to learn and participate.</p> <p>It was further clarified in interview that incumbent is typically assigned specific classes of students with whom to work and will provide academic support in any area(s) of need to help the student better access his / her curriculum; establishes and maintains standards for student behavior; modifies instructional plans to adjust for student needs; adheres to District objectives; may lead or participate in providing adaptive physical education (APE) for students or mainstream into general physical education class; may lead small group classroom instruction when classroom teacher not present; partners with Occupational Therapist in assisting students with activities, modifying instructions to meet needs of students, demonstrating activities / motions and / or physically assisting students with completing activities to their ability.</p>	Up to 83% of the shift, concurrent with essential functions #2,3,4,7,9,10,12,15

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
2	<p>STUDENT SUPERVISION / SAFETY: Assist in supervising students during playground activities, bus loading and unloading, outings and other activities; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent provides one-on-one supervision or assists the classroom teacher in supervising students during classroom activities, meal periods, Physical Education, recess, bus loading / unloading and all other times and places on campus; also provides supervision during field trips, community-based instruction (mostly high school and post-secondary) and extracurricular activities if needed; assists the teacher in maintaining health and safety of students by being aware of environment and the potential hazards of student actions; provides appropriate intervention strategies to ensure the academic success of all students; deescalates or redirects inappropriate behaviors (i.e., go for a walk, physical prompt, etc.); takes proactive steps to address potential issues (i.e., moving seats apart, rearranging desks, removing distractions, etc.) following behavior IEP plan; ensures consistent safety of classroom environment for students; constantly moves throughout classroom to monitor student activities and ensure they are focused on assigned tasks and paying attention to classwork; communicates with teaching partners and/or administration as appropriate regarding student behaviors/experiences/moods that may result in a child acting out and disrupting classroom and/or creating unsafe environment for self or others; redirects distracted students and inappropriate behaviors as necessary.</p> <p>It was further clarified in interview that incumbent will be responsible to provide proper examples, emotional support, a friendly, nurturing attitude and general guidance to students with behavioral / learning issues; may utilize Multi-Tiered Systems of Support for Behavior (MTSSB), typically Positive Behavior Interventions and Supports (PBIS) or Crisis Prevention Institute (CPI) training techniques; escorts students safely to and from the restroom and monitors proper use of restroom based on student ability; walks students to and from bus at the beginning and end of day, etc. to ensure consistent supervision and student safety; participates in the implementation and management of established rewards programs to encourage proper learning, behaviors and develop confidence for students, as appropriate; may work one-on-one with students and / or in small groups.</p>	100% of the shift, concurrent with all other essential functions

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
3	<p>ASSESSMENT AND EVALUATION: Assist teacher in preparation of instructional and testing materials; administer and score tests; correct papers; assist in the preparation of graphic and written teaching materials; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent is not directly responsible for all assessments, but partners with classroom teacher/case manager and a variety of specialists and assists with conducting appropriate and required assessments; in partnership with classroom teacher's direction, conducts ongoing assessments and data gathering on student performance throughout day; follows protocols for established testing; modifies assessment procedures as required to meet student needs; gathers a variety of quantitative and qualitative data on student academic, social, behavioral, physical and emotional progress, evaluating performance, prompting as required; records assessment data in daily log that is provided to classroom teacher daily for input to tracking system; takes notes as necessary throughout shift to record data, findings, ideas, etc. to best support students' IEPs and learning potential; collaborates with classroom teacher to discuss, provide, review, evaluate and incorporate assessment findings into learning strategies and IEP (Individualized Education Plan) for applicable students; participates in the Individualized Educational Plan (IEP) for students by providing input on student's performance and progress, working with specialists on an ongoing basis to address individual student's needs, maintaining awareness of IEP goals and progress-to-goals; assists in re-teaching concepts identified as subpar during assessment process; reviews student needs on a regular basis to ensure progress toward goals; uses the result of assessments to guide and support future instruction support, under direction of classroom teacher; supports student progress to meet District standards and IEP goals.</p> <p>It was further clarified in interview that incumbent assists with implementing State testing; provides consultation, resources, information, and materials to support student learning as needed; assists in establishing and communicating learning goals for students; collects and uses multiple sources of information to assess student progress and needs; communicates with students, parents, teachers, and other audiences about student progress.</p>	<p>Up to 83% of the shift, concurrent with essential functions #1,2,4,5,6,7,8,9,10,12,15</p>
4	<p>PHYSICAL ASSISTANCE / SUPPORT: It was clarified in interview that the extent of these duties is heavily dependent on the types of needs that exist within the assigned program and age group of students and may vary from site-to-site within the District.</p> <p>It was further clarified in interview that, as required, incumbent provides physical assistance to assigned students in a variety of classroom, physical education, recreational, hygiene, transportation, toileting, diaper changing, nutritional and other related activities; physically positions student, as necessary; properly lifts non-ambulatory student to / from wheelchairs and / or appropriate positions in adaptive equipment, such as standers, lifts and wiggle seats, etc.; may operate a variety of equipment (Hoyer lift, Rifton chairs, hi-low tables, etc.) to help move students from one location to another; may assist physical / occupational therapists with positioning students as required; assists students on and off the bus safely; instructs, supervises and encourages ambulatory students to engage in regular physical education activities such as walking, jumping rope, stretching, playing sports and running as possible; assists in providing physical and occupational therapies in partnership with Occupational Therapist; demonstrates motions/activities and physically supports student in executing them to level of ability; modifies activities as required to meet student needs; utilizes Crisis Prevention Institute (CPI) techniques during altercations and aggressive behavior.</p>	<p>Up to 83% of the shift, concurrent with essential functions # 1,2,3,5,6,7,9,10,12,15, depending on the types of needs that exist within assigned student population.</p>

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	It was also clarified in interview that assisting with diapering, catheterization, tube feeding, colostomy bags, EpiPen, etc., as is indicated in the current job descriptions, depends on the needs of the students being served and proper training perform these duties.	
5	<p>MEDICAL NEEDS SUPPORT: Ability to administer assistance to students requiring personal care in their hygiene and lavatory needs; perform related duties as assigned.</p> <p>It was clarified in interview that the extent of these duties is heavily dependent on the types of needs that exist within the assigned student population and may vary greatly depending on assigned students for incumbents in this job classification.</p> <p>It was further clarified in interview that incumbent maintains awareness of assigned students' medication schedules and dosing; maintains awareness of signs and symptoms exhibited by individual students; develops ability to monitor student behavior and demeanor to identify when medical support may be required; retains familiarity with and adherence to established emergency procedures for District and / or individual students; may perform CPR and First Aid if properly trained; may take temperatures; partners closely with teacher and nurses for management of medical needs for more medically fragile students (i.e., G-tube, nebulizers, insulin, EpiPen, seizures, inhalers, Diastat, tracheotomy, catheters, suction machine, etc.); to ensure medical needs are being met as directed by nurse, parents and IEP; escorts student to nurse as needed for medical attention.</p> <p>Clarification was also provided that incumbent may assist with management of seizures or other demonstrations of physical distress; may keep time to document length of seizure; documents student ability to respond to verbal prompting; ensures safety of seizing student, as well as those in vicinity; documents the seizure according to established protocols; notifies all required parties; may determine necessity to call 911 in concordance with Health Care Plan / IEP.</p>	<p>Up to 33% of the shift, concurrent with essential functions #2,3,4,6,7,9,10,12,15 depending on the types of needs that exist within assigned student population.</p>
6	<p>HYGIENE / NUTRITION SUPPORT: Ability to administer assistance to students requiring personal care in their hygiene and lavatory needs; perform related duties as assigned.</p> <p>It was clarified in interview that this duty is dependent on the age and/or physical abilities of the students being supported; assists students with maintaining health and safety through proper hygiene techniques; escorts students to and from restroom, assisting as required with cleanliness / hygiene activities; transfers students from wheelchairs and/or physically lifts non-wheelchair students as needed to toilet and back as required; ensures cleanliness following restroom usage and mealtimes; diapers students if required, encouraging self-reliance on changing tables as possible; assists with changing into alternate clothing, as required; may assist with menstrual cycle situations if female; assists with putting on and removing jackets or tying shoes; assists with packing and storage of student backpacks.</p> <p>It was further clarified that incumbent may be called upon to prepare food brought from home and assist with feeding students; supervises students during snack and meal times; assists with opening containers and bags as required; provides support in navigating the lunch line in cafeteria, if required; assists students with transactions at the cash register in the cafeteria by hand-over-hand assistance, if required; assists with feeding student when need exists; cuts up food items into bite size or smaller pieces; assists</p>	<p>Up to 33% of the shift, concurrent with essential functions #2,3,4,5,7,9,11,12,15, depending on the types of needs that exist within assigned student population.</p>

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
	with oral care following meal periods; encourages healthy food choices; ensures compliance with allergy requirements; monitors independent-eating students for choking hazards; when properly trained and need exists, may provide feeding via g-tube if trained; collects data on how students perform with eating tasks and documents in notebook for sharing with classroom teacher, parents and others, as necessary.	
7	<p>SELF-RELIANCE: Observe students; answer questions; give individual instruction; counsel and calm students as needed; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent advocates for students dealing with emotional, physical and / or behavioral issues, anxiety and / or learning disabilities; encourages students to complete school work independently; remains vigilant about noticing signs of disturbance, distraction, anxiety and offering coping strategies; continues to encourage stretch goals for students; rewards small and large gains in self-reliance exhibited by students; provides regular and repeated opportunities for students to develop and exhibit self-reliance to the maximum level of individual ability; encourages and positively reinforces self-reliance in all aspects of school day.</p> <p>It was further clarified in interview that incumbent encourages independence, appropriate behaviors, good choice making, self-reliance and decision-making support to assigned students; advocates with others on behalf of students to encourage the same; encourages independent use of bus (i.e., safely using stair rails, using seat belts, etc.); accompanies through food line, as required; ensures students are clean following mealtimes; encourages self-reliance with depositing trash, wiping tables, storage lunch boxes, etc. by adjusting environment (i.e., lowering tables, bringing trash can closer, hand-over-hand assistance, etc.); encourages ability to button / snap / zip clothing on own; monitors independent management and movement of backpack and its contents; encourages independent tying of shoes, nose blowing, hand washing, etc. throughout the day; rewards and positively reinforces self-reliance; may assist with and participate in community-based instruction activities, depending on age and skill level of students supported and assigned site.</p>	100% of the shift, concurrent with all other essential functions
8	<p>IEP INVOLVEMENT: It was clarified in interview that incumbent will not have direct responsibility for IEP (Individual Education Plans) development, management or facilitation, but will partner with classroom teacher in support of assigned students; maintains awareness of abilities of students; assists with data collection / note taking / assessments – both qualitative and quantitative – within classroom on an ongoing basis as an input to student IEPs; in partnership with classroom teacher, assists with data collection / assessment implementation; maintains awareness of IEP goals for all assigned students and submits information to classroom teacher for inclusion in IEP meetings and discussions; assists in documenting progress to goals; performs qualitative and quantitative data gathering, as well as personal observations and other means deemed appropriate.</p>	Up to 33% of the shift, concurrent with essential functions #2,3,9,10,11

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
9	<p>CROSS-FUNCTIONAL OR INTERDISCIPLINARY COLLABORATION: Assist special education teacher in assessing programs and materials to meet the needs of the children; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent will consult and work with a variety of other parties, including but not limited to classroom teachers / case managers, counselors, school psychologists, occupational therapists, speech and physical therapists, and other District personnel who can provide direct or indirect support of assigned students; partners with all specialists providing services to assigned students; fosters strong, trusting relationships with students, teachers, parents and other stakeholders; supports the team working toward a goal of providing an environment for students to encourage academic, behavioral, emotional and life success; helps provide solutions to barriers for students' learning; encourages self-reliance; rewards and positively reinforces student successes; may participate in parent / teacher conferences if requested by teacher.</p>	100% of the shift, concurrent with all other essential functions.
10	<p>LOGS / RECORDS / DOCUMENTATION: Perform routine duties and activities, such as grade recording in grade book, taking attendance and maintaining attendance records; fill out forms and applications as needed; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent may record progress for each student in individual goals notebook and on behavior sheets; completes bathroom, diapering, feeding and seizure logs; manages positive reward system, based on site-specific programs (i.e., token boards, rewards incentives, etc.) and implements rewards; completes incident reports for behavior, accidents or significant events that require documentation; creates and utilizes icon boards, picture schedules, etc.; maintains confidentiality, security and integrity of all communications and files related to assigned students; may assist with filing and making copies into student files; may perform data entry into computer system; may assist older students with completing forms (i.e., employment applications, ID cards, etc.).</p> <p>Clarification was also provided that incumbent is a mandated reporter, subject to established laws, rules and regulations; notifies classroom teacher of all observations of physical (i.e., rashes, lack of cleanliness, injuries, bruises, etc.) and emotional health of students; is required to call Child Protective Services (CPS) to report findings/observation of suspected child abuse; may provide written report of observations / situation and send to CPS for further handling; maintains utmost confidentiality of all communications, records, conversations and observations, other than where legally-mandated; ensures safety and security of students by complying with all CPS custody orders.</p>	Up to 33% of the shift, concurrent with essential functions #1,2,3,4,5,7,8,9,12,15

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
11	<p>NON-INSTRUCTIONAL DUTIES: collect, assemble, and distribute textbooks, learning package materials, supplies, equipment, and other resource materials; assist in ordering instructional material and aids when necessary; assist in maintaining a neat, orderly, and attractive learning environment, such as preparing bulletin board materials and decorate classroom; clean up after classroom projects; set up and operate audio-visual equipment, computer, copying machines and other related equipment that serve as aids in or to the instructional program; perform a variety of general clerical duties; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent may utilize computer equipment, laptops, projectors, tablets, smart boards, document camera, microphones, etc.; provides support to substitute teachers when classroom teacher is absent; makes copies, sets up arts and crafts and science experiments (i.e., making slime, volcanoes, etc.), laminates instructional materials, etc. as necessary; utilizes carts for needed supplies and / or equipment; sharpens pencils; sets up calendars; checks the classroom and other designated areas to ensure cleanliness and safety; assists with preparing and organizing materials for classroom instruction or homework; sets up and takes down work areas, centers, displays and exhibits; decorates classroom including hanging student work, posters and educational materials; sets up chairs, desks and tables and reorganizes classroom as necessary; may assist in planning class events; sweeps and cleans / sanitizes tables and other surfaces; picks up and throws away trash.</p>	Up to 33% of the shift, concurrent with essential functions #2,3,8,9,10
12	<p>BEHAVIOR MODIFICATION: Assist in carrying out behavior modification programs including charting, time out supervision and self-defense; assist teacher in maintaining classroom control; perform related duties as assigned.</p> <p>It was further clarified in interview that incumbent may provide long-term, one-on-one support and assistance to and supervision of a student with severe behavioral issues in a classroom setting; utilizes behavior modification techniques such as replacing inappropriate behaviors with appropriate behaviors; extinguishing or eliminating inappropriate behaviors which can vary from highly aggressive actions towards self or others (i.e., fighting, spitting, kicking, punching, slapping, scratching, hair pulling, etc.) to destroying property, non-compliance / refusal to perform, use of profanity, etc.; provides light physical prompts as necessary to engage student in appropriate behaviors; maintains minimal physical approach but may need to protect self from aggressive students and / or protect student or others using best practices for safe behavior management in a respectful, safe and non-harmful manner; identifies new behaviors in students and brainstorms best way to address issues in partnership with classroom teacher, administration and other support team members as necessary to best support students; monitors environment and student behaviors to maintain safety of self as well; utilizes two-way radio to call for assistance from other on-site support personnel as necessary.</p>	100% of the shift, concurrent with all other essential functions

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
13	<p>FIRST AID / SAFETY / DISASTER DRILLS / EMERGENCIES: It was clarified in interview that incumbent coordinates with or refers students to site nurse for any first aid needs within classroom; participates in minor first aid (i.e., applying band aids, assisting with bloody nose, ice packs, etc.); may accompany student to nurses office to receive medical assistance beyond what classroom can provide; maintains awareness of student specific illnesses and follows plan for care (i.e., diabetes, asthma, allergies, etc.); has access to emergency extension and two-way radio for immediate medical response, should it be required; maintains responsibility for assisting to evacuate and / or escorting unaffected students from emergency situations; disengages wheelchair motors during evacuations (earthquake, gas leak, bomb threat, etc.); notifies on-site personnel of any emergency issues requiring assistance.</p> <p>It was further clarified in interview that incumbent will participate in emergency preparedness/disaster drills (i.e., fire drills, lock down drills, full disaster search and rescue drills, active shooter, etc.), requiring incumbent to assist in escorting students from classroom and/or participate in assuming assigned positions for drills; may also be assigned specific job duties/team membership in the event of an emergency and must be prepared to fulfill such assigned duties; provides coaching to students during emergencies and/or drills to keep calm and proactively manage any known anxiety triggers in students; maintains classroom supply box with items students may require during emergency situations.</p>	As needed
14	<p>MEETINGS / TRAININGS / PROFESSIONAL DEVELOPMENT: Attend and participate in faculty, staff, Inservice and parent conferences and meetings, as required; perform related duties as assigned.</p> <p>It was clarified in interview that incumbent maintains professional competence through participation in professional development in-service education activities provided by the District and/or self-selected professional growth activities; attends periodic school in-service meetings and trainings up to 3 times per year; may participate in parent-teacher conferences, if requested; participates in regular monthly staff meetings, as required by District / site; meets informally with teachers, stake holders and other administrators as needed.</p> <p>It was further clarified in interview that incumbent will receive on-demand training to provide appropriate support to students with individualized special needs (i.e., leg brace usage, G-tube feeding, specific medical devices, adaptive equipment, etc.) assigned to class each academic year; attends Non-Violent Crisis Intervention or other similar training; may receive technical training as required for new technologies, equipment, standards or learning approaches; may attend first aid and CPR training to maintain certification; completes HR trainings (i.e., blood borne pathogens, etc.) and mandated reporter training annually.</p>	<p>1-4 hours per month, as required.</p> <p>Full day trainings occur on in-service days and CPI / PBIS training.</p>

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
15	<p>FIELD TRIPS / COMMUNITY - BASED INSTRUCTION / EMPLOYMENT SUPPORT: It was clarified in interview that this duty is dependent on the age and / or physical abilities of the students being supported; may attend community-based outing with assigned students, typically at the high school and post-secondary level; assist with development of social, life and functional skills, such as grocery lists / shopping, crossing the street, utilizing public transportation routes and schedules, ordering food in a restaurant, attending community events (i.e., zoos, museum, library, etc.); provides opportunities to acquire functional living skills in real-life settings within a supportive and safe environment; provides opportunities for independence and skill-building for eventual successful transition to adulthood after program completion.</p> <p>It was further clarified that incumbent attends graduations and promotions; may attend graduation night; may attend school performances and dances with student; may participate in student workability programs assisting with training of work duties and procedures.</p>	Up to 83% of the shift, as required

III. No Non-Essential Functions:

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IV. Physical Requirements: The ranges listed below encompass the full range of possible physical demands that a Special Education Instructional Assistant I,II,III could perform as part of the District job classification. The incumbents in this job classification will work with autistic students, emotionally disturbed students, medically fragile / physically disabled students and / or students with behavioral issues and may not require the upper limits of frequency noted for the activities discussed below, nor do all of the examples given pertain to the incumbent's daily essential duties. Higher physical demands and durations are typically associated with incumbents in classrooms supporting medically fragile / physically disabled and / or moderate-to-severe students. However, the incumbent must have the physical capacity to fully function in an Special Education Instructional Assistant I,II,III capacity when called upon to do so in any classroom setting.

Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Weight Bearing Activities				
Weight Bearing <i>(standing & walking)</i>	Occasional to Continuous	3 Hours	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Providing instruction in classroom; assisting students; supervising and observing students in the classroom or on campus; PE / athletic participation; decorating classroom boards; reconfiguring classroom; taking attendance; changing diapers; referencing charts; using classroom technology (i.e., computers, tablets, etc.); filing; providing general supervision; deescalating situations; using CPI / PBIS techniques; moving between locations on a campus; retrieving supplies from supply cabinet or office; escorting students from another classroom / office; making deliveries to students or other classrooms; community-based instruction activities; pushing / pulling wheel chairs.
Standing	Occasional	2 Minutes	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Providing instruction in classroom; assisting students; supervising and observing students in the classroom or on campus; PE / athletic participation; decorating classroom boards; reconfiguring classroom; taking attendance; changing diapers; using CPI / PBIS techniques; referencing charts; using classroom technology (i.e., computers, tablets, etc.); filing; providing general supervision. Standing is done for short periods at one time but standing occurs throughout much of the day. Most activities require the ability to change from a standing posture to a walk throughout the entire day. Frequency will depend on teaching style and needs of students.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Walking	Occasional to Frequent	20 Minutes	1,2,3,4,5,6,7,8,9 11,12,13,15	Providing instruction in classroom; assisting students; supervising and observing students in the classroom or on campus; PE / athletic participation; gate training; decorating classroom boards; reconfiguring classroom; taking attendance; referencing charts; using classroom technology (i.e., computers, tablets, etc.); filing; field trip attendance; providing general supervision; deescalating situations; moving between locations on a campus; retrieving supplies from supply cabinet or office; escorting students from another classroom / office; making deliveries to students or other classrooms; community-based instruction activities; pushing/pulling wheel chairs. Incumbents will walk or pace for the majority of the instructional period with short breaks of standing or sitting.
Walking <i>on uneven terrain</i>	Seldom to Occasional	20 Minutes	1,2,3,4,5,6,7,8,9 11,12,13,15	Within a learning environment while instructing; moving between locations on a campus; PE / athletic participation; gate training; attending field trips; retrieving supplies from supply cabinet or office; walking to and from car; escorting students from another classroom / office; at sites where there may be construction activities; using stairs in multi-story buildings; community-based instruction activities. Outdoor surfaces can include grass, uneven pavement / asphalt, curbs, hills, slopes and ramps, gravel, cracked sidewalks, speed bumps, tree roots, etc. depending on assigned site.
Running	Infrequent to Seldom	Seconds	1,2,4,13	Emergency situations such as fire, earthquake, etc.; attending to student aggression; PE / athletic participation; moving out of way of agitated student quickly to protect self; chasing eloping students.
Jumping	Infrequent to Seldom	Seconds	1,13	PE / athletic participation; moving out of way of agitated student quickly to protect self.
Climbing <i>ladder, stairs, stools</i>	Infrequent to Seldom	Seconds	1,2,4,9,11,12,13	Using step ladder or stool to reach bulletin boards / supplies, etc.; using stairs in multi-story buildings; accessing buses; demonstrating motion to students; using stairs to access school stages for award ceremonies; participating in adaptive PE classes, playground activities; hills, slopes, and ramps.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Balancing <i>above ground</i>	Infrequent to Seldom	Seconds	1,2,4,9,11,12,13	Using step ladder or stool to reach bulletin boards/supplies, etc.; using stairs in multi-story buildings; accessing buses; demonstrating motion to students; participating in adaptive PE classes, playground activities; hills, slopes, and ramps.
Bending <i>at the waist</i>	Seldom to Occasional	Seconds repetitively	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Assisting students who are seated; providing instruction; monitoring students' work; engaging in learning or development activities; PE/athletic participation; picking up items off the floor; cleaning and putting away learning materials; community-based instruction; using classroom technologies; retrieving supplies from lower shelves / drawers; using office equipment; plugging / unplugging equipment; filing; accessing buses; providing physical support; using CPI / PBIS techniques; assisting in/out of wheelchair. It is noted that incumbent will bend at the waist repeatedly throughout the shift, with sustained bends typically no more than seconds at a time.
Twisting at waist <i>side to side</i>	Occasional to Frequent	Seconds repetitively	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Performing demonstrations while instructing; assisting students from a seated position; writing on whiteboard; monitoring students in classroom; PE / athletic participation; community-based instruction; attending field trips; using classroom technologies; passing out papers; retrieving paperwork and other supplies; using office equipment; engaging in conversations between two parties; greeting parties from a seated position; moving items from one side of desk to another; providing physical support; using CPI / PBIS techniques; sorting papers; operating office equipment; twisting in desk chair; retrieving supplies; filing; assisting in/out of wheelchair. It is noted that incumbent will twist at the waist for seconds at a time, typically numerous times per hour throughout shift.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Stooping <i>slight bend at knees</i>	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Depending on the assigned students' abilities, age group, height, etc., may stoop more to provide individualized instruction; tying students' shoes; demonstrating a movement; assisting with lifting techniques for non-ambulatory students; assisting in / out of wheelchair; providing first aid; providing physical support; using CPI / PBIS techniques; hygiene / nutrition support duties; conducting hand-over-hand instruction; sitting behind/leaning over student to assist with instruction; assisting students with work; picking up dropped items; storing and retrieving supplies on lower shelves/drawers; troubleshooting and using office equipment; filing in lower drawers; plugging / unplugging cords; demonstrating handwriting; classroom cleaning; getting closer visually to a student; making eye contact with students; PE / athletic participation; community-based instruction.
Squatting	Infrequent to Occasional	1 Minute	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Depending on the assigned students' abilities, age group, height, etc., may squat more to provide individualized instruction; tying students' shoes; demonstrating a movement; assisting with lifting techniques for non-ambulatory students; providing first aid; providing physical support; using CPI / PBIS techniques; assisting with hygiene / nutrition support duties; conducting hand-over-hand instruction; sitting behind / leaning over student to assist with instruction; assisting students with work; picking up dropped items; storing and retrieving supplies on lower shelves / drawers; troubleshooting and using office equipment; filing in lower drawers; plugging / unplugging cords; demonstrating handwriting; classroom cleaning; getting closer visually to a student; making eye contact with students; PE/athletic participation; attending to seizure; CPR or first aid.
Other / Sedentary / Non-Weight Bearing				
Sitting	Seldom to Frequent	20 Minutes (typical) 60 Minutes (training)	1,2,3,4,5,6,8,9 10,11,12,14,15	Providing instruction or assistance to students; circle / floor time; meeting and training attendance; preparation time; completing paperwork, reports, assessment reports and data collection; conducting assessments; using laptop / tablet or other classroom technologies; email / computer usage; monitoring meal period; sitting next to student to assist with work; riding in bus / van.
Driving	Never	N/A	N/A	N/A

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Kneeling <i>one or both knees</i>	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,7,8,9 10,11,12,13,15	Depending on the assigned students' abilities, age group, height, etc., may kneel more to provide individualized instruction; tying students' shoes; demonstrating a movement; providing first aid; providing physical support; using CPI / PBIS techniques; hygiene / nutrition support duties; conducting hand-over-hand instruction; kneeling behind/next to student to assist with instruction; circle / floor time; assisting students with work; picking up dropped items; storing and retrieving supplies on lower shelves/drawers; troubleshooting and using office equipment; filing in lower drawers; plugging / unplugging cords; classroom cleaning; getting closer visually to a student; making eye contact with students; PE / athletic participation; attending to seizure; CPR or first aid.
Crawling <i>on hands and knees</i>	Infrequent to Seldom	Seconds	1,2,4,5,13	Moving among students during circle / floor time / on floor; participating in disaster preparation drills / emergency response; using sensory room tunnels.
Lying Down <i>back, side or stomach</i>	Infrequent to Seldom	1 Minute	1,2,4,5,13	Participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; yoga participation.
Upper Extremity / Arm Movement				
Pushing	Seldom to Occasional	5 Minutes	1,4,5,6,10,11,12 13,15	Opening / closing doors and drawers; moving desk chairs; sliding desks into place; pushing wheelchairs or other adaptive equipment; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; PE / athletic participation; demonstrating motion to student; learning activity games; using cart to move equipment or food; using classroom technologies; moving cart with class supplies / materials; projector screen positioning; using CPI / PBIS techniques.
Pulling	Seldom to Occasional	5 Minutes	1,4,5,6,10,11,12 13,15	Opening / closing doors and drawers; moving desk chairs; sliding desks into place; pushing wheelchairs or other adaptive equipment; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; PE / athletic participation; demonstrating motion to student; learning activity games; using cart to move equipment; using classroom technologies; moving cart with class supplies/materials; projector screen positioning; using CPI / PBIS techniques.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Reaching – above shoulder level	Seldom to Occasional	Seconds	1,2,3,4,5,6,10 11,12,13,15	Reaching while writing high on whiteboards; putting supplies away on high shelves; getting materials down from high shelving; posting student work; putting up posters or display boards; demonstrating motion to students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; signaling to student or others; using classroom technologies; signaling to students; bus/parking lot duty; using CPI / PBIS techniques.
Reaching – at shoulder level	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,10 11,12,13,15	Writing on whiteboards; putting supplies away on shelves; getting materials down from mid-level shelving; posting student work, posters or display boards; feeding students; hygiene / nutrition support activities (i.e., feeding, diapering, etc.); using changing table; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; signaling to student or others; holding book for students to see while reading; using classroom technologies; filing; bringing phone to mouth for use; using CPI / PBIS techniques.
Reaching – below shoulder level	Occasional to Frequent	60 Minutes	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Completing paperwork or reports; typing or keyboarding activities; assisting students with work at their desks; providing hand-over-hand instruction; moving desk chairs; moving desks; reaching for dropped items; cleaning duties; pushing wheelchairs or other adaptive equipment; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; pushing bucket of supplies to playground; conducting assessments; using classroom technologies; wiping desktops or other surfaces; writing/typing reports; taking notes; using reference books or materials; attending meetings and trainings; opening/closing doors, drawers, supply cabinets etc.; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); using CPI / PBIS techniques.
Steering	Infrequent to Occasional	5 Minutes	2,4	Using wheelchairs; steering supply / lunch / wheeled technology carts or smart boards.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Cervical Spine / Neck Movement				
Extension of the neck <i>looking upward</i>	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7,9 11,12,13,14,15	Observing students from desk or seated position; writing on whiteboards; looking at clock; posting materials on walls/bulletin boards/projector screen; constant monitoring of classroom and other student environments; conducting assessments; using classroom technologies; instructional duties; cleaning and organizing duties; hygiene / nutrition support activities (i.e., feeding, diapering, etc.); participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student.
Flexion of the neck <i>looking downward</i>	Occasional to Frequent	5 Minutes repetitively	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Assisting seated students; completing paperwork or reports; computer usage; clerical work; instructing students; cleaning duties; conducting assessments; writing reports; demonstrating handwriting motion to student; filing; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); pushing wheelchairs; moving medical equipment; steering carts safely; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; filing; using CPI / PBIS techniques.
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds repetitively	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Supervising, observing and instructing students; constant student supervision; meal time and bus monitoring; writing on whiteboard; providing instruction; retrieving supplies; monitoring campus grounds; communicating with parties; using classroom technologies; attending meetings/conferences; demonstrating motions to students; signaling to students or coworkers; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); assisting with feeding; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; using CPI / PBIS techniques. Incumbent will scan room and campus grounds continuously when working to supervise and monitor students. It is noted that incumbent will twist the neck side-to-side for seconds at a time numerous times per hour throughout shift.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed	
Upper Extremity / Hand Activities					
Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Fine Manipulation	Occasional to Frequent	Occasional	15 Minutes	1,3,4,5,6,7,9 10,11,12,13,15	Writing on reports / checklists; using telephone buttons; using telephone buttons; hygiene / nutrition support activities (i.e., feeding, diapering, etc.); participating in writing or drawing activities; demonstrating fine manipulation skill building with students; grading papers; using keys; using light switches; passing out papers; writing on board; using office equipment; handwriting; turning pages; filing; cutting and laminating; opening / closing / using medical devices, supplies, tubes etc.; opening food items / wrappers; tying trash bags; assisting with button, snaps, zippers; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student.
Keyboarding / Typing	Seldom to Occasional	Seldom to Occasional	5 Minutes	9,10,11	Assisting students with computer; using email; performing computer research for class use; using classroom technologies (i.e., tablets, etc.); writing an incident report.

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Simple Grasp	Occasional to Frequent	Seldom to Frequent	10 Minutes	1,2,3,4,5,6,7,8 9,10,11,12,13 15	Grasping instructional materials; using standard office supplies such as pens, pencils, staplers; using telephone; filing; instructional duties; using keys; holding erasers, etc.; using classroom technologies; opening / closing / using medical devices, supplies, tubes etc.; setting up/taking down student work; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; holding wheelchair; holding students hand (escort); PE / athletic participation; demonstrating motion; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); two-way radio usage; using CPI / PBIS techniques'.
Up & Down Flexion of Wrist	Seldom to Frequent	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7 10,11,12,13 15	Providing hand-over-hand instruction; providing non-verbal cues (i.e., shoulder tapping, etc.) for students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; cleaning activities in classroom; wiping whiteboards; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); opening / closing / using medical devices, supplies, tubes etc.; demonstrating activities for students; cleaning activities in classroom; wiping whiteboards; putting student work on bulletin boards; transferring hand from mouse to keyboard; handwriting when taking notes; signaling to students; using classroom technologies; passing out papers; using CPI / PBIS techniques; cutting up food; cooking and laundry assistance.

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Side to Side Motion of Wrist	Seldom to Frequent	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7 10,11,12,13 15	Wiping off tables, boards, desks; writing on whiteboards; demonstrating activities for students; filing; moving hands across keyboard; instructional duties; signaling to students; handwriting; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; using CPI / PBIS techniques; utilizing computer mouse; providing hand-over-hand instruction; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); opening / closing / using medical devices, supplies, tubes etc.; cooking and laundry assistance.
Turning / Rotation of Wrist or Hand	Seldom	Infrequent to Seldom	Seconds repetitively	1,3,4,5,6,11,12 13,15	Opening door handles; using keys to unlock locked doors or cabinets; demonstrating activities for students; using roller to clear paper jams; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; PE/athletic participation; hygiene / nutrition support activities (i.e., feeding, diapering, etc.).
Gross Manipulation	Infrequent to Occasional	Infrequent to Occasional	2 Minutes	1,2,3,4,5,6,7 11,12,13,15	Moving instructional/testing materials; moving boxes of supplies; handling teacher edition books; moving supply cart; maneuvering desks, chairs and other furniture; stabilizing students as needed (i.e., walkers, etc.); assisting or lifting students; operating Hoyer lift; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; PE/athletic participation; demonstrating motion to student; hygiene/nutrition support activities (i.e., feeding, diapering, etc.); using CPI / PBIS techniques; attending to seizure.
Powerful Grasp/ Tight Grasp	Infrequent to Occasional	Infrequent to Occasional	2 Minutes	2,3,4,5,6,12,13 15	Using wheelchairs; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; pushing supply or technology cart; utilizing CPI techniques; providing support for a student in crisis if required; emergency situations; operating Hoyer lift; moving loaded supply cart maneuvering desks, chairs, and other furniture; using CPI / PBIS techniques.

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V. Lift/Carry Weight Requirements:

Weight Lifted / Carried (lbs.)	Frequency	Max. Height Lifted	Distance Carried	Examples of How Activity is Performed	Occurs in Essential Function(s)
1 to 10	Occasional to Continuous	Above Shoulder	100 Yards	Books and other educational materials; arts and crafts, toys, and games; clipboards; ream of paper (5#); small office supplies; backpacks; classroom supplies; binders; snacks; telephone; paperwork; copies; keys; handouts, purse, or briefcase; student chairs; PE equipment; step stool; harnesses; adaptive seats; medical supplies and equipment.	1,2,3,4,5,6,7,8,9 10,11,12,13,14
11 to 25	Seldom to Occasional	To Shoulder	50 Yards	Light office equipment; short stack of books; backpacks; box of files; multiple laptops; pulling/pushing student tables or desks; stacks of student papers; boxes of materials or supplies; classroom technologies (i.e., document cameras, laptops, etc.); testing materials; instructional materials for adaptive PE (APE); Rifton chairs; suction device; various adaptive equipment items; student backpacks; medical supplies and equipment	1,2,3,4,5,6,11 12,13
26 to 50	Infrequent to Seldom	To Waist	10 Yards	Assisting with various adaptive equipment items (i.e., wheelchairs, standers, walkers, etc.); wheelchair to toilet, to changing table, etc.; box of supplies or books; lifting or stabilizing a small student; changing a child's diaper.	2,4,5,6,12,13
51 to 75	Infrequent to Seldom	Below Waist	<1 Yard	Team lifting / transferring students from wheelchair to toilet, to changing table, etc.; lifting or stabilizing student.	2,4,5,6,12,13
75 plus	Infrequent to Seldom	Below Waist	<1 Yard	Team lifting / transferring students from wheelchair to toilet, to changing table, etc.; lifting or stabilizing student.	2,4,5,6,12,13
NOTES: The maximum amount lifted without assistance is 50 pounds.					

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VI. Operational Requirements:

Description of Equipment/ Machinery/Vehicle	Typical Work Day Usage/Operation	Description of Equipment / Machinery/Vehicle	Typical Work Day Usage/Operation
Office equipment (i.e., copier, fax, laminator, etc.)	Seldom to Frequent	A/V equipment (ELMO, speakers, projectors, etc.)	Infrequent to Occasional
Computer and associated peripherals (i.e., printer, scanner, etc.)	Seldom to Frequent	Classroom Technologies (i.e., laptops, iPads, etc.)	Seldom to Occasional
Telephone	Infrequent to Seldom	Harnesses/safety aids	Infrequent to Occasional
Kitchen equipment (i.e., refrigerator, stove, oven, microwave, etc.)	Infrequent to Seldom	Standard office supplies (scissors, stapler, ruler, pens/pencils, hole-punch, etc.)	Occasional to Frequent
Adaptive equipment (i.e., standers, walkers, Rifton chairs, wheel chair, Hoyer lift, etc.)	Infrequent to Occasional	PE equipment (i.e., sporting equipment, play structures, balls, hula hoops, jump ropes, etc.)	Infrequent to Frequent
Instructional materials (i.e., books, resource materials, academic manipulatives, etc.)	Frequent	Various medical equipment and supplies (G-tube, catheter, tracheotomy, suction device etc.)	Infrequent to Occasional
Technology/computer, PE, and supply carts	Infrequent to Occasional	Washer/dryer	Infrequent to Occasional

VII. Work Environment:

Summary / Overview of Environmental Conditions: Work is performed mostly indoors, utilizing standard modern office equipment and special education assistive devices, in classrooms, offices, therapy rooms, restrooms, etc. Indoor environment is generally temperature-controlled with heating and air conditioning. Indoor surfaces can include carpet, tile, mats, linoleum, wood floors, etc. Ambient, sometimes excessive, noise is typical. Work may also be performed outdoors such as walking between locations at sites, walking to and from the vehicle for required off-site assignments and attending field trips, bus loading / unloading, community-based instruction outings, Physical Education, etc. Outdoor terrain varies by site and may include concrete, grass, dirt, slopes / ramps, curbs, slippery surfaces, wood chips and sand.

Workplace Environment/ Conditions/Exposures	Frequency	Description
Indoors	Occasional to Continuous	Classrooms; offices; therapy rooms; cafeterias / meal locations; restrooms; supply rooms; multi-purpose rooms; libraries; computer labs; sensory rooms.
Outdoors	Seldom to Occasional	Walking to and from car; moving between buildings at assigned site; field trip attendance; outdoor cafeterias; community-based instruction outings; PE / athletic participation.
Customer / Public Contact	Continuous	Regular interaction with students, teachers, coworkers, visitors, therapeutic care providers, other instructional assistants, bus drivers, administrators, and other site personnel; potential for communication with parents; location businesses during community-based instruction outings.

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Fragrances / Scents / Odors	Occasional to Frequent	Student odors; bodily odors; coworker's fragrances; cleaning materials used to disinfect and maintain classrooms / facilities; trees, grass, and plant life outside; food odors; white board markers; restroom odors; agricultural odors; land fires; soiled diapers and clothes.
Traffic	Seldom to Occasional	Bus duty; walking kids to nearby campus buildings; parking lots; field trip attendance; embarking/disembarking bus with students; community-based instruction outings.
Humid / Wet / Extreme Heat	Infrequent to Occasional	Indoor temperature is climate-controlled; seasonal weather conditions exist when walking outdoors or participating in outdoor activities; temperatures can exceed 100 degrees in the summer / fall months.
Chemicals / Cleaners / Fumes / Vapors	Infrequent to Seldom	Bus / vehicle exhaust; walking between buildings on campus; fumes from grounds keeping equipment; wildfire smoke; science experiments; cooking.
Excessive Noise / Decibels	Seldom to Occasional	School bells; PA system; verbal noise from students which can be louder in a special education classroom; custodial equipment operation; grounds maintenance equipment; meal period / cafeteria noise; emergency drills / sirens; music class.
Working Above Ground	Infrequent to Seldom	Using step stool to get an item off of a high shelf or when posting student work or other visual aids in the classroom; using stairs; retrieving students off playground equipment, etc.
Lighting / Lumen	Continuous	Fluorescent lighting indoors; LED; direct and indirect sunlight outdoors.
Bloodborne Pathogen Exposure / Working with Biohazards	Seldom to Frequent	Potential exposure to bodily fluids from students (i.e., vomit, blood, saliva); potential exposure to feces and urine when providing hygiene assistance; may be responsible for diaper changes, toileting assistance, etc.; assisting injured students with Band-Aids; potential for exposure to saliva / spit from students with behavioral issues as well as coughing, sneezing and runny noses.
Dust, Fine Particles, Allergens	Infrequent to Occasional	Open classroom windows; walking between buildings on site; seasonal changes in weather may cause more pollen / dust at times; dust on dry, windy days.
Vibration	Infrequent to Frequent	Pushing or pulling a cart over uneven ground, concrete, uneven door thresholds, etc.; pushing wheelchairs; sensory equipment.
Corrosives / Toxic Substances	Never	N/A
Low / High Voltage	Infrequent to Seldom	Plugging and unplugging low voltage equipment only.
Dangerous / Explosive Hazards	Never	N/A
Confined Spaces	Never	N/A
Machinery	Never	N/A
Exposure to / Operation of Heavy Machinery	Never	N/A
Other	Infrequent to Continuous	Will be exposed to aggressive students having behavioral issues and may need to engage a student to deescalate a situation; incumbent may be required to take steps to protect self from harm; students may suddenly drop to ground, pulling incumbent arm / shoulder / hand quickly down; students may jump into incumbent arms suddenly; incumbent may need to deflect student through use of putting arms / hands up; may be exposed to physical altercations between students.

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VIII. Communication Abilities / Sensory Functioning:

Sensory Demand / Method	Frequency	Performed in Functions	Notes / Examples
Smell: <i>Distinguish odors, able to smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals, etc.</i>	Seldom to Occasional	1,2,6,13,15	Emergency situations; ability to smell fire or foreign substance to alert other personnel; awareness of electrical burn or natural gas leaks; awareness of accidents or need for diaper changes; burning food.
Sight: <i>Distinguish objects, depth perception, field of vision, color identification, near and far acuity necessary to operate equipment, machinery, etc.</i>	Continuous	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate equipment safely; exposure to computer screens; constant and keen visual observation of students and learning environment; instructional duties; monitoring student behavior; community-based instruction activities; providing safety / security in learning environment; completing paperwork; assessing health of students; conducting assessments with checklists; awareness of emergency situations.
Hearing: <i>Comprehend oral language and sounds and react appropriately.</i>	Continuous	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Hear in the normal audio range with or without correction; exposure to classroom noise; working with students on articulating sounds; conducting assessments; communicating with students, teachers, etc.; constant and keen auditory observation of students and learning environment; monitoring students; providing safety / security in learning environment; awareness of emergency situations / drills; actively participating in meetings; phone usage.
Speaking: <i>Orally communicate information and ideas with comprehension</i>	Frequent	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Assisting co-workers; responding to phone calls; attending to students' needs; communicating with students, teachers, etc.; active meeting participation; instructional duties; management of emergency situations; utilizing telephone; conducting assessments; providing reinforcement to students; positive behavior modification techniques; community-based instruction.
Reading: <i>Comprehend the written word</i>	Occasional to Frequent	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Printed material; computer data; forms; emails; handwritten notes and messages; instructional duties; conducting assessments; reading IEPs; completing checklists; conducting on-line research; communicating in written format with parents and others; various logs.
Writing: <i>Composing communications in writing</i>	Occasional to Frequent	1,2,3,4,5,6,7,8,9 10,11,12,13,14 15	Handwriting; computer usage; instructional duties; memorandums; maintaining notes in physical files; conducting assessments; email; use of databases; taking notes; completing daily student notebook / worksheet; completing logs; writing on whiteboard.
Math: <i>Compute a series of numeric variables, measurements,</i>	Seldom to Occasional	1,3,5,8,9,10,12 13,15	Simple calculation checks on data being verified; understanding IEP progress to goals; attendance duties; instructing in mathematics and related subjects; calculating grades; calculating time; usage of percentages, ratios, etc. on a regular basis; lunch numbers.

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IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interview that the following safety equipment is provided to incumbent: Kevlar bite sleeves and gloves, face masks, nitrile gloves, aprons, hot pads, hand sanitizer. Incumbent participates in all legally required trainings for position, as well as any elective or District-provided training as assigned. Incumbent has regular access to first aid kits and fire extinguishers.

X. Position Qualifications:

Education/Training/Experience:	Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Some instructional assistant experience is desirable.
Knowledge Of:	Appropriate techniques for the physical management of special education students is desirable; techniques to motivate students; basic arithmetic to assist in tutoring students; English usage, spelling, grammar, and punctuation; simple record keeping; general purposes and goals of education; general methods of education and teaching; learn special education instructional terminology, program philosophies, concepts, materials, methods and procedures; assume responsibility for assisting in the supervision of special education students; recognize limitations of students and encourage their participation in educational and occupational programs and activities.
Ability To:	Administer assistance to students requiring personal care in their hygiene and lavatory needs; read, write, and understand the English language; maintain accurate records; learn to operate equipment used as educational aids; work independently in the absence of supervision; communicate clearly and concisely, both orally and in writing; establish and maintain cooperative working relationships with those contacted in the course of work; formal or informal education or training which ensures the ability to read and write at a level necessary for successful job performance.
Supervision Received:	Receives general supervision from certificated staff.
Licenses / Certifications:	Possession of, or ability to obtain, a current American Red Cross First Aid Certificate is desirable; possession of, or ability to obtain, a current CPR Certificate is desirable.
Other:	<p>Level II Requirements: In addition to the experience and training guidelines for Special Education Instructional Assistant I, one (1) year of instructional assistant experience and equivalent to the completion of a college-level instructional assistant preparation course.</p> <p>Level III Requirements: In addition to the experience and training in guidelines for Special Education Instructional Assistant II, two (2) years of instructional assistant experience, including experience working with special education students and certificate of completion for the approved Instructional Aide Program or equivalent to the completion of 24 units of college-level coursework in a special education instructional assistant program.</p>

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XI. Mental and Psychological Demands of Position:

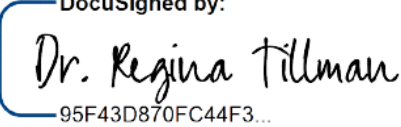
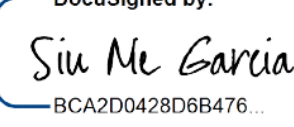

Mental / Psychological Demand	Required (Yes / No)	Occurs in Essential Functions	Notes / Examples
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions.
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations.
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information.
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances, or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure.
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15	Ability to get along with co-workers or peers; ability to get along with diverse groups of people parents / staff; monitor and adjust personal behaviors to support positive work environment for company / organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9,10,11 12,13,14	Ability to negotiate with, instruct / influence people and students; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading.

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XII. Persons Interviewed:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Position Title	Signature	Date
Dr. Regina Tillman	School Principal	DocuSigned by:  95F43D870FC44F3...	1/21/2022
Siu Nie Garcia	Special Education Instructional Assistant	DocuSigned by:  BCA2D0428D6B476...	1/21/2022
Dr. Rondale Cooper	Director of Special Education	DocuSigned by:  E2D7FD939FC44D1...	2/23/2022

XIII. Sources:

Observed Position Performance: Yes, December 9, 2021	Job Description Utilized for Document Creation: Yes, Undated	Interviewed Participants: Yes, December 9, 2021
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In order to develop this Essential Functions Position Analysis, the Consultant utilized information which was provided by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFPA:
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