

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting Agenda

*3:30 P.M., August 10, 2021
Virtual Meeting*

PUBLIC COMMENTS

Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the commission on any item of interest to the public, before or during the commission's consideration of the item.

If you wish to speak regarding an item on the agenda, we request that you email the Director of Classified Personnel at susan.dixon@sduhsd.net by 3:00pm the day of the meeting or, when meetings are conducted at the District Office, complete a speaker slip located at the entrance to the meeting room prior to the start of the meeting. We request that you include your name, organization you represent (if applicable) and the nature of your comment including whether it is related to a specific item number on the agenda or a non-agenda item. If your comment is related to an item on the agenda, it will be heard at the time of the item. All non-agenda items will be heard during the public comments portion of the meeting. In accordance with Government Code §54954.2(3), no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the commission or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of the commission or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of the commission, or the commission itself, subject to rules or procedures of the commission, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Public comments shall be limited to three minutes per individual. A total of fifteen minutes shall be allotted per item.

Complaints or charges against an employee are not permitted in an open meeting of the Personnel Commission. Instead, such matters should be provided in writing to the Commission through the Classified Personnel Office.

AGENDA POSTING REQUIREMENTS

In accordance with the Brown Act and Personnel Commission Rules, agenda for Regular Personnel Commission Meetings will be posted at least 72 hours prior to the meeting. Agendas for Special Meetings will be posted at least 24 hours prior to the meeting.

PUBLIC INSPECTION OF DOCUMENTS

A copy of this agenda with all the supporting documents is available for review on the district website, www.sduhsd.net. In addition, a copy of the Personnel Commission Rules and Regulations may also be found on the district website. If you are unable to access the agenda packet on the website, please email susan.dixon@sduhsd.net to receive a copy.

RECORDING OF PERSONNEL COMMISSION MEETINGS

All meetings of the Personnel Commission are audio and/or video recorded for record keeping purposes. Individuals may request the audio recording by emailing the director at susan.dixon@sduhsd.net after the conclusion of the meeting. Recordings will be kept on file for 90 days following the date of the meeting.

CELL PHONES/ELECTRONIC DEVICES

As a courtesy to all attendees, please silence all electronic devices to silent mode and engage in conversations outside the meeting room. When meetings are conducted virtually, please mute your computer audio until you have been called to speak.

REQUESTS FOR DISABILITY-RELATED MODIFICATIONS OR ACCOMODATIONS

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations including auxiliary aids or services, in order to participate in the public meetings of the Personnel Commission, please contact the Classified Personnel Office at (760) 753-6491 x5543. Notification 72 hours prior to the meeting will enable staff to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the Commission shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for the persons with a disability.

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting Agenda

3:30 P.M., August 10, 2021

Virtual Meeting

REGULAR MEETING/OPEN SESSION

1. Call to Order Commission Chair

2. Pledge of Allegiance

3. Approval of the Agenda for the August 10, 2021, Personnel Commission Regular Meeting.

Public Comment, if any

Motion by _____, second by _____, to approve the agenda for the August 10, 2021, Personnel Commission Regular Meeting.

4. Approval of the Minutes for the July 13, 2021, Personnel Commission Regular Meeting.

Public Comment, if any

Motion by _____, second by _____, to approve the minutes for the July 13, 2021, Personnel Commission Regular Meeting.

5. PUBLIC COMMENTS ON NON-AGENDA ITEMS

No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the commission or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of the commission or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of the commission, or the body itself, subject to rules or procedures of the commission, may provide a reference to staff or other resources for factual information, request staff to report back to the commission at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda. Public comments shall be limited to three minutes per individual. A total of fifteen minutes shall be allotted per item.

- A. California School Employees Association
- B. San Dieguito Union High School District
- C. Public

ACTION ITEMS (See Supplements)

6. ELIGIBILITY LISTS TO BE RATIFIED/APPROVED

Public comments, if any

A. Motion by _____, second by _____, to approve an Eligibility List for Athletic Trainer, SR 42, Open/Promotional-Dual Certification, effective 7/9/21, eligibility for six months.

- B. Motion by _____, second by _____, to approve an Eligibility List for Instructional Assistant Special Education – Behavior Intervention, SR 36, Open/Promotional, effective 7/12/21, eligibility for six months.
- C. Motion by _____, second by _____, to approve an Eligibility List for Custodian Floater, SR 33, Open/Promotional-Dual Certification, effective 7/13/21, eligibility for six months.
- D. Motion by _____, second by _____, to approve an Eligibility List for Lead Vehicle & Equipment Mechanic, SR 52, Open/Promotional-Dual Certification, effective 7/13/21, eligibility for six months.
- E. Motion by _____, second by _____, to approve an Eligibility List for Instructional Assistant – Bilingual, SR 31, Open/Promotional-Dual Certification, effective 7/14/21, eligibility for six months.
- F. Motion by _____, second by _____, to approve an Eligibility List for School Bus Driver, SR 38, Open/Promotional-Dual Certification, effective 7/15/21, eligibility for six months.
- G. Motion by _____, second by _____, to approve an Eligibility List for Administrative Assistant I, SR 38, Open/Promotional-Dual Certification, effective 7/19/21, eligibility for six months.
- H. Motion by _____, second by _____, to approve an Eligibility List for Accountant, SR 52, Open/Promotional-Dual Certification, effective 7/20/21, eligibility for six months.
- I. Motion by _____, second by _____, to approve an Eligibility List for Bus Driver Trainer, SR 44, Open/Promotional, effective 7/26/21, eligibility for six months.
- J. Motion by _____, second by _____, to approve an Eligibility List for Transportation Dispatcher, SR 41, Open/Promotional, effective 7/30/21, eligibility for six months.
- K. Motion by _____, second by _____, to approve an Eligibility List for Grounds Maintenance Worker II, SR 39, Open/Promotional-Dual Certification, effective 8/3/21, eligibility for six months.
- L. Motion by _____, second by _____, to approve a Continuous Filing Eligibility List for Instructional Assistant Special Education – Severe, SR 36, Open/Promotional, updated 8/4/21, individual eligibility for six months.
- M. Motion by _____, second by _____, to approve a Continuous Filing Eligibility List for Instructional Assistant Special Education – Non-Severe, SR 34, Open/Promotional-Dual Certification, updated 8/4/21, individual eligibility for six months.
- N. Motion by _____, second by _____, to extend the Eligibility List for Grounds Maintenance Equipment Operator, SR 41, Open/Promotional-Dual Certification, effective 11/23/20 extended to 11/23/21.
- O. Motion by _____, second by _____, to extend the Eligibility List for Human Resources Technician, SR 42, Open/Promotional-Dual Certification, effective 3/2/21 extended to 12/2/2021.

7. ELIGIBILITY LISTS TO BE ESTABLISHED/RECRUITMENTS POSTED

Public comments, if any

- A. Motion by _____, second by _____, to establish a six-month Eligibility List for Nutrition Services Assistant – Transporter I, SR 27, Open/Promotional.
- B. Motion by _____, second by _____, to establish a six-month Eligibility List for Learning Commons Technician I, SR 40, Open/Promotional-Dual Certification.
- C. Motion by _____, second by _____, to establish a six-month Eligibility List for Custodian, SR 32, Open/Promotional-Dual Certification.
- D. Motion by _____, second by _____, to establish a six-month Eligibility List for Loss Control Analyst, SR 60, Open/Promotional-Dual Certification.
- E. Motion by _____, second by _____, to establish a six-month Eligibility List for Vehicle and Equipment Service Worker, SR 41, Open/Promotional-Dual Certification.
- F. Motion by _____, second by _____, to establish a six-month Eligibility List for Nutrition Services Assistant II, SR 27, Open/Promotional-Dual Certification.
- G. Motion by _____, second by _____, to establish a six-month Eligibility List for Campus Supervisor, SR 32, Open/Promotional-Dual Certification.
- H. Motion by _____, second by _____, to establish a six-month Eligibility List for Athletic Trainer, SR 42, Open/Promotional-Dual Certification.
- I. Motion by _____, second by _____, to establish a six-month Eligibility List for Instructional Assistant – Bilingual, SR 31, Open/Promotional-Dual Certification.
- J. Motion by _____, second by _____, to establish a six-month Eligibility List for Secretary, SR 36, Open/Promotional-Dual Certification.

8. CLASSIFICATION REVIEW

Job Description Updates: Instructional Assistant Special Education

- A. Motion by _____, second by _____, to revise the class description for Instructional Assistant Special Education – Non-Severe as proposed.
- B. Motion by _____, second by _____, to retain Range 34 salary allocation for Instructional Assistant - Special Education.
- C. Motion by _____, second by _____, to revise the class description for Instructional Assistant-Special Education (Severe) as proposed.
- D. Motion by _____, second by _____, to retain Range 36 salary allocation for Instructional/Personal Care Assistant – Special Education.

DISCUSSION/INFORMATION ITEMS (See Supplements)

9. STAFF COMMENTS ON PERSONNEL ACTIVITIES

Public Comments, if any

- A. Vacancy Report (attached)
- B. Personnel List Report (none provided)
- C. Other
Future Personnel Commission meeting venue/platform (e.g. District facility and/or Zoom)

10. CORRESPONDENCE

Public Comments, if any

11. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, September 14, 2021, at 3:30 P.M. Please note, this meeting will be conducted as a virtual meeting.

12. ADJOURNMENT

**San Dieguito Union High School District
PERSONNEL COMMISSION**

Regular Meeting Minutes

3:30 PM, July 13, 2021
Virtual Meeting

REGULAR MEETING/OPEN SESSION

1. CALL TO ORDER

The meeting was called to order at 3:32 p.m. by Commission Chair JEFF CHARLES

2. PLEDGE OF ALLEGIANCE

Commissioner Charles led the pledge of allegiance.

Personnel Commissioners in Attendance

John Baird
Jeff Charles
Justin Cunningham

Personnel Commission Staff in Attendance

Susan Dixon, Director
Barbara Bass, Human Resources Analyst

3. APPROVAL OF THE AGENDA FOR THE July 13, 2021, PERSONNEL COMMISSION
REGULAR MEETING.

Public Comments-None

It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to approve the agenda for the July 13, 2021, Personnel Commission Regular Meeting.

John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

4. APPROVAL OF THE MINUTES FOR THE June 8, 2021, PERSONNEL COMMISSION
REGULAR MEETING.

Public Comments-None

It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to approve the minutes for the June 8, 2021, Personnel Commission Regular Meeting.

John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

5. APPROVAL OF THE MINUTES FOR THE JUNE 25, 2021, PERSONNEL COMMISSION
SPECIAL MEETING.

Public Comments-None

It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to approve the minutes for the June 25, 2021 Personnel Commission Special Meeting.

John Baird-Aye

Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

6. PUBLIC COMMENTS ON NON-AGENDA ITEMS

No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the commission or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of the commission or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of the commission, or the body itself, subject to rules or procedures of the commission, may provide a reference to staff or other resources for factual information, request staff to report back to the commission at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda. Public comments shall be limited to three minutes per individual. A total of fifteen minutes shall be allotted per item.

- A. California School Employees Association-A representative was not present.
- B. San Dieguito Union High School District-A representative was not present. Director Dixon shared that if a representative was present they would announce that Olga West has been selected to fill the Associate Superintendent of Human Resources position.
- C. Public-None

ACTION ITEMS-(See Supplements)

7. ELIGIBILITY LISTS TO BE RATIFIED/APPROVED

Public Comments-None

- A. It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to approve an Eligibility List for Director of Maintenance & Operations, SR M4, Open/Promotional-Dual certification, effective 6/4/21, eligibility for six months
Commissioner Baird expressed concern that this posting was not Promotional Only. Dixon explained that for Director-level management positions it is standard practice to open the recruitment to external candidates to maximize the likelihood of providing the District with candidates who have the breadth and scope of experience needed.

John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- B. It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to approve an Eligibility List for Skilled Maintenance Worker, SR 49, Open/Promotional-Dual Certification, effective 6/22/21, eligibility for six months.

John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- C. It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to approve a Continuous Filing Eligibility List for Nutrition Services Assistant I, SR25, Open/Promotional-Dual Certification, updated 5/24/21, individual eligibility for six months.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

8. ELIGIBITLY LISTS TO BE ESTABLISHED/RECRUITMENTS POSTED
Public Comments-None

- A. It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to establish a six month Eligibility List for Accountant, SR52, Open/Promotional-Dual Certification.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- B. It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to establish a six month Eligibility List for Instructional Assistant-Bilingual, SR 31, Open/Promotional-Dual Certification.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- C. It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to establish a six-month Eligibility List for Grounds Maintenance Worker II, SR39, Open/Promotional-Dual Certification.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- D. It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to establish a six-month Eligibility List for Bus Driver Trainer, SR44, Open/Promotional.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- E. It was moved by JUSTIN CUNNINGHAM, seconded by JOHN BAIRD, to establish a six-month Eligibility List for Transportation Dispatcher, SR41, Open/Promotional.
John Baird-Aye
Jeff Charles-Aye
Justin Cunningham-Aye
Passed with three Ayes

- F. It was moved by JOHN BAIRD, seconded by JUSTIN CUNNINGHAM, to establish a six-month Eligibility List for Nutrition Service Supervisor, SR S4, Open/Promotional-Dual Certification.

John Baird-Aye

Jeff Charles-Aye

Justin Cunningham-Aye

Passed with three Ayes

DISCUSSION/INFORMATION ITEMS (See Supplements)

9. STAFF COMMENTS ON PERSONNEL ACTIVITIES

Public Comments-None

A. Vacancy Report

B. Personnel List Report

C. Other – Director Dixon stated that legislation which allowed for virtual meetings is close to expiring. She will research and have it as a discussion next meeting.

10. CORRESPONDENCE-

Public Comments- None

A. Budget Approval from SDCOE

Director Dixon added that she had just received an email from the Executive Director of the CSPCA requesting the PC send a letter to the Governor in support of AB289. The commissioners agreed that Dixon could do so.

11. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, August 10, 2021, at 3:30 P.M. Please note, this meeting will be conducted as a virtual meeting.

12. ADJOURNMENT – 4:17 P.M.

San Dieguito Union High School District
Personnel Commission
Athletic Trainer
Eligibility List
Open/Promotional-Dual Certification

Effective Date: 7/9/2021 Expiration Date: 1/9/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
3766584	1	Open
6545499	2	Open
4321576	3	Open
6357477	4	Open
6540850	5	Open
6344061	6	Open

S. Dixon

San Dieguito Union High School District
Personnel Commission
Instructional Assistant Special Education - Behavior Intervention
Eligibility List
Open/Promo

Effective Date: 7/12/2021

Expiration Date: 1/12/2022

	<i>Applicant ID</i>	<i>Rank</i>
Promo	2827025	1

Open	3163277	1
	3313208	2
	6532758	2
	1015111	3

S. Dixon

San Dieguito Union High School District
Personnel Commission
Custodian Floater
Eligibility List
Open/Promo-Dual Certification

Effective date: 7/13/2021 Expiration date: 1/13/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
1537460	1	Promotional
3736753	1	Open
6432349	2	Open
4516083	3	Open

S. Dixon

San Dieguito Union High School District
Personnel Commission
Lead Vehicle and Equipment Mechanic
Eligibility List
Open/Promo-Dual Certification

Effective Date: 7/13/2021

Expiration Date: 1/13/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
6456640	1	Promotional
3813995	2	Open
6451554	3	Open

S. Dixon

San Dieguito Union High School District
Personnel Commission
Instructional Assistant - Bilingual
Eligibility List
Open/Promo-Dual Certification

Effective Date: 7/14/2021

Expiration Date: 1/14/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
3831057	1	Open

S. Dixon

San Dieguito Union High School District

Personnel Commission

School Bus Driver

Eligibility List - Continuous Filing

Open/Promo-Dual Certification

Please note: Individual eligibility is valid for 6 months.
Scores are merged each time the exam is administered.

Updated Date: 7/15/2021

<i>Applicant ID</i>	<i>Rank</i>	<i>Eligibility Expires</i>
3209918	1	1/15/2022
6215791	2	1/15/2022
6297838	3	1/15/2022

S. Dixon

San Dieguito Union High School District
Personnel Commission
Administrative Assistant I
Eligibility List
Open-Promotional/Dual Certification

Effective Date: 7/19/2021 Expiration Date: 1/19/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
1481750	1	Promo
1219702	2	Promo
2919261	3	Promo
6154059	4	Open
2909960	5	Open
6539482	6	Open
6447805	7	Open
5802673	8	Open
3741895	9	Open
6534295	10	Open
6451903	11	Open
3891272	12	Open
2882176	13	Open
6224418	14	Open

S. Dixon

San Dieguito Union High School District
Personnel Commission
Accountant
Eligibility List
Open/Promo-Dual Certification

Effective Date: 7/20/2021

Expiration Date: 1/20/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
2736615	1	Open
6526173	2	Open
4469517	3	Open
4480753	4	Open
6549295	5	Open

3318884	Reinstatement
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S. Dixon

San Dieguito Union High School District
Personnel Commission

Bus Driver Trainer

Eligibility List
Open/Promotional

Effective Date: 7/26/2021

Expires: 1/26/2022

Promotional

<i>Applicant</i>	<i>Rank</i>
6554857	1

S. Dixon

San Dieguito Union High School District
Personnel Commission
Transportation Dispatcher
Eligibility List
Open/Promotional

Effective Date: 7/30/2021

Expiration Date: 1/30/2022

	<i>Applicant ID</i>	<i>Rank</i>
PROMO	6570403	1
	2679445	2
	6553656	3
OPEN	3209918	1
	1573098	2

S. Dixon

San Dieguito Union High School District
Personnel Commission

Grounds Maintenance Worker II

Eligibility List - Open/Promotional-Dual Certification

Effective Date: 8/3/2021

Eligibility Expires: 2/3/2022

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
2679445	1	Promo
6552056	2	Promo
3686506	3	Open
994934	4	Promo
2822487	5	Open
2135456	6	Promo
6493088	7	Open
6499132	8	Promo

S. Dixon

San Dieguito Union High School District
Personnel Commission
Instructional Assistant Special Education - Severe
Eligibility List - Continuous Filing
Open/Promo

Please note: Individual eligibility is valid for 6 months.
Scores are merged each time the exam is administered.

Updated 8/4/21

Open

<i>Applicant ID</i>	<i>Rank</i>	<i>Eligibility Expires</i>
6531517	1	2/4/2022
6426441	2	2/4/2022
6571602	3	2/4/2022
6418081	4	9/29/2021
2429353	5	9/5/2021

Reinstatement 11/20/2023

S. Dixon

San Dieguito Union High School District
 Personnel Commission
Instructional Assistant Special Education - Non-Severe
 Eligibility List - Continuous Filing
 Open/Promo-Dual Certification

Please note: Individual eligibility is valid for 6 months.
 Scores are merged each time the exam is administered.

Updated On: 8/4/2021

<i>Applicant ID</i>	<i>Rank</i>	<i>Eligibility Expires</i>
6531517	1	2/4/2022
6426441	2	2/4/2022
3911552	3	2/4/2022
6386677	4	10/22/2021
6557448	4	2/4/2022
4510805	5	10/30/2021
397776	6	10/30/2021
6571602	6	2/4/2022
6410051	6	9/29/2021
2898322	7	2/4/2022
1533724	8	3/29/2022
6349800	8	9/29/2021
6425039	9	8/16/2021
1015111	10	1/25/2022
2429353	11	9/5/2021
2208784	12	9/29/2021

S. Dixon

San Dieguito Union High School District
Personnel Commission
Grounds Maintenance Equipment Operator
Eligibility List - Open/Promotional-Dual Certification

Effective Date: 11/23/20

Eligibility Expires: 11/23/21

<i>Applicant ID</i>	<i>Rank</i>	<i>Source</i>
994934	1	Promo
2679445	2	Promo
6364693	3	Promo
6320629	4	Open

S. Dixon

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San Dieguito Union High School District
Personnel Commission
Human Resources Technician
Eligibility List
Open/Promo-Dual Certification

Please note: Individual eligibility is valid for 6 months.

Effective Date: 3/2/2021 Expires: 12/2/2021

<i>Applicant ID</i>	<i>Rank</i>
895626	1
2616485	2
2590074	3
2579180	4
2765313	5
3709744	6
6413993	7

S. Dixon



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 Telephone (760) 753-6491
 www.sduhsd.net

Classified Personnel Commission
 John Baird, Commissioner
 Jeff Charles, Commissioner
 Justin Cunningham, Commissioner
 Susan Dixon, Director

Classification Review Report	
Classifications	Instructional Assistant - SpEd (Non-Severe) Instructional Assistant-SpEd (Severely Handicapped) Instructional Assistant-SpEd (Behavior Intervention)
Classification Type	Classified
Salary Range	34 (IA NS) 36 (IA SH & BI)
Prepared By	Barbara Bass, Human Resources Analyst Susan Dixon, Director, Classified Personnel
Submission to Classification Advisory Committee	October 27, 2020 (concept presented) January 19, 2021 (preliminary draft, salary) August 4, 2021
Submission to Personnel Commission	August 10, 2021
Agenda Item	Classification Review

Background Information

Personnel Commission staff completed a comprehensive review of the job descriptions for all three Instructional Assistant classifications in the special education series in 2017. Despite the fairly recent review and updates, commission staff once again reviewed the descriptions with special education administrators to make sure the language, duties, knowledge and abilities are consistent with current needs of the special education program. Special education administration regularly evaluates learning programs to identify ways in which students’ educational, emotional, social and physical needs can best be met. The proposed job description revisions align with program changes which have been implemented to provide well-rounded experiences for students. The job description updates also further clarify the distinctions among the classifications for both applicants and current employees and more accurately describe the assignments.

In addition to the job description review and updates, a salary survey was conducted to ensure the District is still competitive (at, or above the mean of our comparison districts). The salary survey also included examining the percent differential between the baseline Instructional Assistant Special Education classification and the two higher-level classifications to see if the differential is consistent with comparison districts.

Sources of Information

Tiffany Hazzlewood, Director, Schools and Student Services
 Jennifer Havlat, Melissa Marovich, Kellie Maul, Mallory Thau
 Comparable districts in San Diego County

Salary Compensation Review

As part of the review of this classification, Personnel Commission staff conducted a salary compensation review for the job classifications. Based on the information below, there is no recommendation for salary reallocation.

Instructional Assistant SpEd (Non-Severe)				
District	Salary Range	Job Title	Minimum	Maximum
Carlsbad USD	13	Instructional Assistant -Special Ed	\$17.62	\$21.40
Escondido UHSD	19	Instructional Assistant III	\$15.87	\$21.27
Escondido USD	27*	Paraeducator - Special Education I minimal personal care	\$15.90	\$20.29
Grossmont UHSD	33	Special Education Aide – Mild/Moderate	\$16.85	\$21.38
Oceanside USD	12	Instructional Assistant-Special Education	\$15.18	\$19.11
Poway USD	20	Instructional Assistant I-Special Education	\$15.51	\$18.90
Ramona USD	12	Para Educator I	\$13.94	\$16.96
San Diego COE	36	Special Education Aide	\$18.51	\$23.62
San Marcos USD	5	Instructional Aide	\$14.66	\$18.77
Sweetwater UHSD	42	Instructional Assistant-Special Education	\$16.56	\$20.38
Vista USD	38	Instructional Assistant II (LH/CH/RSP)	\$15.79	\$21.77
AVERAGE			\$16.04	\$20.35
SDUHSD	34	Instructional Assistant SpEd-Non-Severe	\$19.05	\$25.53

Instructional Assistant SpEd (Severe)					Differential
District	Salary Range	Job Title	Minimum	Maximum	% Above Non Severe
Carlsbad USD	13	Instructional Assistant-Special Ed/Mod-Severe	\$17.62	\$21.40	0
Escondido UHSD	21	Instructional Assistant IV-SH	\$16.51	\$22.13	4
Escondido USD	29*	Paraeducator - Special Education II	\$16.70	\$21.32	5
Grossmont HSD	34	Special Education Aide/Sp Ed Aide Mod/Sev	\$17.24	\$21.90	2.4
Oceanside USD	14	Instructional Assistant-Severely Disabled	\$15.87	\$20.04	4.9
Poway USD	22	Instructional Assistant II - Special Education	\$16.30	\$19.86	5.1
Ramona USD	16	Para Educator II	\$15.24	\$18.54	9.3
San Diego COE	35	Student Attendant	\$18.06	\$23.04	-2.5
San Marcos USD	14	Instructional Aide/SH	\$15.93	\$20.33	8.3
Sweetwater UHSD	46	Instructional Health Care Assistant	\$18.27	\$22.47	11
Vista USD	42	Special Education Assistant IV-SH/PH	\$17.43	\$23.44	10.8
AVERAGE			\$16.83	\$21.32	5.3
SDUHSD	36	Instructional Assistant Sp Ed Severe	\$20.02	\$26.82	

Instructional Assistant SpEd (Behavior Intervention)					Differential
Dist rict	Salary Range	Job Title	Minimum	Maximum	% Above Non Severe
Carlsbad USD	15	Instructional Assistant - SpEd/Behavioral Int.	\$18.51	\$26.05	12.2
Escondido UHSD	23	Instructional Assistant V	\$17.18	\$23.02	8.2
Escondido USD	31*	Paraeducator-Special Education II- Structured Communication & Social/Behavioral Program	\$17.55	\$22.40	10.4
Grossmont HSD	35	Behavior Intervention Assistant	\$17.66	\$22.43	4.9
Oceanside USD	14	Instructional Assistant- Behavior Intervention	\$15.87	\$20.04	4.9
Poway USD	23	Behavioral Intervention Instructional Assistant	\$16.71	\$20.35	7.7
Ramona USD	20	Para Educator III	\$16.66	\$20.27	19.5
San Diego COE	36	Special Education Classroom Behavior Intervention Aide	\$18.51	\$23.62	0
San Marcos USD	29	Behavior Interventionist completion of Crisis Prevention Intervention (CPI) training within 6 months from date of hire; completion of Applied Behavior Analysis training within 6 months from date of hire	\$18.03	\$23.03	*22.7
Sweetwater UHSD		no equivalent found Behavior Support Specialist (sits in on IEPs, makes recommendations, trains others)			
Vista USD	42	Instructional Assistant- Behavioral Intervention	\$17.43	\$23.44	7.8
AVERAGE			\$17.41	\$22.47	8.4
SDUHSD	36	Instructional Assistant SpEd (Behavior Intervention)	\$20.02	\$26.82	

Recommendation

Revise the class descriptions for Instructional Assistant Special Education Non-Severe and Instructional Assistant Special Education - Severe as proposed. The class description update for Instructional Assistant Special Education Behavior Intervention will be presented at a future meeting.
Vote by Committee Members:

Vote	Member	Vote	Member
Yes	Wayne Baldwin, CSEA	Yes	Debbie Kelly, Admin
Yes	Matt Colwell, CSEA	Yes	Marley Nelms, Admin
Yes	Margy Lara, CSEA	Yes	Tina Peterson, Admin

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

OVERALL JOB PURPOSE STATEMENT/JOB SUMMARY:

Under the direction of an assigned supervisor or certificated teacher, the Instructional Assistant - Special Education ~~(Non-Severe)~~ assists a certificated teacher in providing instruction to individual or small groups of students in a special education learning environment, assists in the implementation of a student's behavior modification plan, monitors and reports student progress regarding behavior and performance, and performs a variety of other instructional support duties as assigned.

DISTINGUISHING CHARACTERISTICS

~~This job is distinguished from other Instructional Assistant jobs by the following characteristics:~~

~~The Instructional Assistant—Special Education (Non-Severe) is assigned to assist in providing instruction to students (1-on-1 or in groups) with learning disabilities and who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.~~

~~The classification of Instructional Assistant—Special Education (Severe) is assigned to assist teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning.~~

~~The classification of Instructional Assistant—Special Education (Behavior Intervention) is responsible for providing academic support to students with significant aggressive and/or other behavioral difficulties.~~

~~Incumbents in all Instructional Assistant assignments may provide clerical support in the classroom as directed; however, the primary purpose of the assignment is to provide direct support to students.~~

REPRESENTATIVE DUTIES:

The position description describes the general nature of the work performed.

ESSENTIAL FUNCTIONS

- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials to provide instruction in accordance with established curriculum and designated IEP.
- Accompanies students as assigned between locations to assist students in their scheduled activities.
- Confers with teachers regarding assigned students' progress to provide input used in evaluating students' progress and/or needs.
- Monitors students' performance, under the guidance of assigned classroom teacher, to provide feedback to students, teachers and/or others involved in the provision of services in accordance with an IEP.
- Recognizes triggers that stimulate unsafe and highly disruptive behaviors in students to apply the early intervention strategies and prescribed behavior modification techniques to de-escalate the unsafe student behavior.
- Assists, under the direction of the classroom teacher, in the consistent application of the prescribed behavior intervention strategies and techniques to redirect the identified pattern of the student's unsafe and recurring inappropriate behaviors.

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INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

- Visits general education classrooms ~~that successful students have earned the right to attend~~ to monitor and report to the case manager students' academic progress and adherence to appropriate classroom behaviors.
- Informs the teacher orally or in writing concerning observations, student academic performance and school activities to provide a record for future reference and/or comply with established regulatory requirements.
- Assists in implementing and monitoring instruction of Special Education students within special education and/or regular classroom, individually and in small groups, to improve learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues to develop their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., , copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) to support teachers.
- Obtains general education homework assignments for students at different academic levels to address classroom requirements.
- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- Performs first aid and/or CPR as needed until appropriate medical care is available.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques used in Special Education
- Safe practices in classroom and other activities
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Record keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and collate data
- Prepare and maintain accurate records
- Prepare documents following prescribed formats

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

- Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications
- Work with others in a wide variety of circumstances
- Work under limited supervision using standardized practices and/or methods
- Analyze data utilizing defined but different processes
- Work with a significant diversity of individuals and groups
- Work with a variety of data
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitations of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide, and coordinate students
 - Print and write legibly
 - Make arithmetic calculations quickly and accurately
 - Understand and follow oral and written directions
 - Communicate effectively orally and in writing with children and adults
 - Establish emotional support and a friendly attitude toward students
 - Read, interpret and follow rules, regulations, policies and procedures
 - Adhere to safety practices including safely handling hazardous materials
 - Establish and maintain effective working relationships with others
 - Administer first aid
 - Maintain confidentiality
 - Understand the exceptional needs of special education students and the goal of students' IEP

EDUCATION AND EXPERIENCE

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

Six months of job-related experience working with children is required. Experience may be paid or volunteer.

DISTINGUISHING CHARACTERISTICS

There are three classifications within the Instructional Assistant Special Education series. All three have commonalities in terms of some tasks and the knowledge and abilities required to perform those tasks; however, there are substantial differences among the three as outlined below:

The **Instructional Assistant – Special Education** assists in providing instruction to students (1-on-1 or in groups) with learning disabilities or students who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.

Differentiation between the Instructional Assistant-Special Education and the two higher-level classifications of Instructional/Personal Care Assistant – Special Education, and Instructional Assistant – Special Education (Behavior Intervention) is distinguished as follows:

The classification of Instructional/Personal Care Assistant – Special Education assists teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently

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CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning. Incumbents may also provide instructional support to special education students in other special education learning environments. The classification of Instructional Assistant – Special Education (Behavior Intervention) primarily provides academic support to students with significant aggressive and/or other behavioral difficulties.

REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications required for the position.

CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross or other agency whose certification standards meet the needs of the program as determined by District staff.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	reach above shoulder; climbing, balancing; with assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet
Occasionally	fingering/fine manipulation, - power/firm grasping, sitting/standing, twisting back, reach at, above, or below shoulder, pushing/pulling

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

to a distance of 30 feet	including students in wheelchairs, lifting up to 25 lbs. at waist height up
Occasionally/Frequently	stooping/bending, squatting/crouching, kneeling, crawling
Frequently	lifting up to 10 lbs. at waist height up to a distance of 30 feet, handling, simple grasping
Frequently/Continuously	reach below shoulder height

Generally, the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

~~EXPERIENCE~~

~~Six months of job-related experience working with children is required. Experience may be paid or volunteer.~~

~~EDUCATION~~

~~Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.~~

~~REQUIRED TESTING~~

~~Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.~~

~~CERTIFICATES~~

~~Valid First Aid and CPR Certificate issued by the American Red Cross.~~

~~CONTINUING EDUCATION/TRAINING~~

~~Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).~~

~~CLEARANCES~~

~~California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.~~

CLASSIFIED
INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION ~~(NON-SEVERE)~~

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

JOB SUMMARY:

Under the direction of an assigned supervisor or certificated teacher, the Instructional Assistant - Special Education assists a certificated teacher in providing instruction to individual or small groups of students in a special education learning environment, assists in the implementation of a student's behavior modification plan, monitors and reports student progress regarding behavior and performance, and performs a variety of other instructional support duties as assigned.

REPRESENTATIVE DUTIES:

The position description describes the general nature of the work performed.

ESSENTIAL FUNCTIONS

- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials to provide instruction in accordance with established curriculum and designated IEP.
- Accompanies students as assigned between locations to assist students in their scheduled activities.
- Confers with teachers regarding assigned students' progress to provide input used in evaluating students' progress and/or needs.
- Monitors students' performance, under the guidance of assigned classroom teacher, to provide feedback to students, teachers and/or others involved in the provision of services in accordance with an IEP.
- Recognizes triggers that stimulate unsafe and highly disruptive behaviors in students to apply the early intervention strategies and prescribed behavior modification techniques to de-escalate the unsafe student behavior.
- Assists, under the direction of the classroom teacher, in the consistent application of the prescribed behavior intervention strategies and techniques to redirect the identified pattern of the student's unsafe and recurring inappropriate behaviors.
- Visits general education classrooms to monitor and report to the case manager students' academic progress and adherence to appropriate classroom behaviors.
- Informs the teacher orally or in writing concerning observations, student academic performance and school activities to provide a record for future reference and/or comply with established regulatory requirements.
- Assists in implementing and monitoring instruction of Special Education students within special education and/or regular classroom, individually and in small groups, to improve learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues to develop their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., , copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) to support teachers.
- Obtains general education homework assignments for students at different academic levels to address classroom requirements.

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- Performs first aid and/or CPR as needed until appropriate medical care is available.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques used in Special Education
- Safe practices in classroom and other activities
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Record keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and collate data
- Prepare and maintain accurate records
- Prepare documents following prescribed formats
- Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications
- Work with others in a wide variety of circumstances
- Work under limited supervision using standardized practices and/or methods
- Analyze data utilizing defined but different processes
- Work with a significant diversity of individuals and groups
- Work with a variety of data
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitations of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide, and coordinate students
- Print and write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adults
- Establish emotional support and a friendly attitude toward students
- Read, interpret and follow rules, regulations, policies and procedures
- Adhere to safety practices including safely handling hazardous materials
- Administer first aid

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

- Establish-and maintain effective working relationships with others
- Maintain confidentiality
- Understand the exceptional needs of special education students and the goals of students' IEP

EDUCATION AND EXPERIENCE

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

Six months of job-related experience working with children is required. Experience may be paid or volunteer.

DISTINGUISHING CHARACTERISTICS

There are three classifications within the Instructional Assistant Special Education series. All three have commonalities in terms of some tasks and the knowledge and abilities required to perform those tasks; however, there are substantial differences among the three as outlined below:

The **Instructional Assistant – Special Education** assists in providing instruction to students (1-on-1 or in groups) with learning disabilities or students who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.

Differentiation between the Instructional Assistant-Special Education and the two higher-level classifications of Instructional/Personal Care Assistant – Special Education, and Instructional Assistant – Special Education (Behavior Intervention) is distinguished as follows:

The classification of **Instructional/Personal Care Assistant – Special Education** assists teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning. Incumbents may also provide instructional support to special education students in other special education learning environments.

The classification of **Instructional Assistant – Special Education (Behavior Intervention)** primarily provides academic support to students with significant aggressive and/or other behavioral difficulties.

REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications required for the position.

CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross or other agency whose certification standards meet the needs of the program as determined by District staff.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

CLASSIFIED

INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	reach above shoulder; climbing, balancing; with assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet
Occasionally	fingering/fine manipulation, power/firm grasping, sitting/standing, twisting back, reach at, above, or below shoulder, pushing/pulling including students in wheelchairs, lifting up to 25 lbs. at waist height up to a distance of 30 feet
Occasionally/Frequently	stooping/bending, squatting/crouching, kneeling, crawling
Frequently	lifting up to 10 lbs. at waist height up to a distance of 30 feet, handling, simple grasping
Frequently/Continuously	reach below shoulder height

Generally, the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

CLASSIFIED

INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION (~~SEVERE~~)

OVERALL JOB PURPOSE STATEMENT JOB SUMMARY

Under the direction of an assigned supervisor or certificated teacher, the Instructional/Personal Care Assistant - Special Education (~~Severe~~) assists a certificated teacher in providing instruction and care to an individual or small groups of students with severe physical disabilities and/or cognitive delays, monitors and reports student progress regarding behavior and performance, and performs a variety of other instructional support duties as assigned.

DISTINGUISHING CHARACTERISTICS

~~This job is distinguished from other Instructional Assistant jobs by the following characteristics:~~

~~The Instructional Assistant—Special Education (Severe) is assigned to assist teachers providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning.~~

~~The Instructional Assistant—Special Education (Non-Severe) is assigned to assist in providing instruction to student (1 on 1 or in groups) with learning disabilities and who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.~~

~~The classification of Instructional Assistant—Special Education (Behavior Intervention) is responsible for providing academic support to students with significant aggressive and/or other behavioral difficulties.~~

~~Incumbents in all Instructional Assistant assignments may provide clerical support in the classroom as directed; however, the primary purpose of the assignment is to provide direct support to students.~~

REPRESENTATIVE DUTIES:

The position description describes the general nature of the work performed.

ESSENTIAL FUNCTIONS

- Assists severely handicapped students within the Special Education program as may be assigned with personal needs (e.g., tube feeding, suctioning, toileting, diapering, positioning and/or mobility, social skills, etc.) to maintain their health, comfort, cleanliness and safety within the school environment.
- Accompanies students as may be assigned between locations to assist students in their scheduled activities (e.g., WorkAbility and community experience).
- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials to provide instruction in accordance with established curriculum and designated IEP.
- Confers with teachers regarding assigned students' progress and provides information that is used in evaluating students' progress and/or needs.
- Under the guidance of assigned classroom teacher, monitors students' performance and provides feedback to students, teachers and/or others involved in the provision of services in accordance with the IEP.

CLASSIFIED

INSTRUCTIONAL/~~PERSONAL CARE ASSISTANT - SPECIAL EDUCATION (SEVERE)~~

- Informs the teacher orally or in writing concerning observations, student academic performance, and school activities to provide a record for future reference and/or comply with established regulatory requirements.
- Assists in implementing and monitoring instruction of special education students within special education and/or regular classrooms, individually and in small groups, to improve learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues to develop their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) to support teachers.
- ~~Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.~~
- Performs first aid and/or CPR as needed until appropriate medical care is available.
- Performs other job-related duties as assigned.

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JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic (e.g., algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques used in Special Education
- ~~Safe practices in classroom and other activities~~
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- ~~Basic first aid and cardiopulmonary resuscitation (CPR)~~
- Record-keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and-collate data
- Prepare and maintain accurate records
- Prepare documents following prescribed formats

CLASSIFIED

INSTRUCTIONAL/~~PERSONAL CARE ASSISTANT - SPECIAL EDUCATION (SEVERE)~~

- Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications
- Work with others in a wide variety of circumstances
- Work under limited supervision using standardized practices and/or methods
- Analyze data utilizing defined but different processes
- Work with a significant diversity of individuals and groups

- Work with a variety of data
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitation of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide and coordinate students
- Print and write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adults
- Establish emotional support and a friendly attitude toward students
- Read, interpret and follow rules, regulations, policies and procedures
- Adhere to safety practices including safely handling hazardous materials
- Administer first aid
- Establish and maintain effective working relationships with others
- Maintain confidentiality
- Understand the exceptional needs of special education students and the goals of students' IEP

EDUCATION AND EXPERIENCE

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

Six months of job-related experience working with children is required. Experience may be paid or volunteer.

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DISTINGUISHING CHARACTERISTICS

There are three classifications within the Instructional Assistant Special Education series. All three have commonalities in terms of some tasks and the knowledge and abilities required to perform those tasks; however, there are substantial differences among the three as outlined below:

The Instructional/Personal Care Assistant – Special Education assists teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning. Incumbents may also provide instructional support to special education students in other special education learning environments.

Differentiation between the Instructional/Personal Care Assistant-Special Education and the lower-level classification of Instructional Assistant – Special Education, is distinguished as follows:

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CLASSIFIED

INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION (SEVERE)

The **Instructional Assistant – Special Education** assists in providing instruction to students (1-on-1 or in groups) with learning disabilities or students who require a special education learning environment for a portion, or for all of, the students’ educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.

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Differentiation between the Instructional/Personal Care Assistant- Special Education and the equal-level classification of Instructional Assistant – Special Education (Behavior Intervention), is distinguished as follows:

The **Instructional Assistant – Special Education (Behavior Intervention)** primarily provides academic support to students with significant aggressive and/or other behavioral difficulties.

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REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications required for the position.

CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross or other agency whose certification standards meet the needs of the program as determined by District staff.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

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WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

- Never = 0%
- Seldom = 1-10% (<45 minutes)
- Occasionally = 11-33% (up to 3 hours)
- Frequently = 34-66% (up to 6 hours)
- Continuously = 67-100% (more than 6 hours)

Seldom	Reach above shoulder, climbing, balancing
Occasionally	fingering/fine manipulation, power/firm grasping, sitting/standing, twisting back, reach at, above, or below shoulder height, lifting up to 25 lbs. at waist height and carrying up to a distance of 30 feet
Occasionally/Frequently	Stooping/bending, squatting/crouching, kneeling, crawling

CLASSIFIED

INSTRUCTIONAL/~~PERSONAL CARE ASSISTANT - SPECIAL EDUCATION (SEVERE)~~

Frequently	Lifting up to 10 lbs. at waist height up to a distance of 30 feet, handling/simple-grasping
Frequently/Continuously	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet, pushing/pulling, including students in wheelchairs, reach below shoulder height

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, or bolting away.

EXPERIENCE

~~Six months of job-related experience working with children is required. Experience may be paid or volunteer.~~

EDUCATION

~~Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.~~

REQUIRED TESTING

~~Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.~~

CERTIFICATES

~~Valid First Aid and CPR Certificate issued by the American Red Cross.~~

CONTINUING EDUCATION/TRAINING

~~Blood-Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).~~

CLEARANCES

~~California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.~~

INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION

JOB SUMMARY

Under the direction of an assigned supervisor or certificated teacher, the Instructional/Personal Care Assistant - Special Education assists a certificated teacher in providing instruction and care to an individual or small groups of students with severe physical disabilities and/or cognitive delays, monitors and reports student progress regarding behavior and performance, and performs a variety of other instructional support duties as assigned.

REPRESENTATIVE DUTIES:

The position description describes the general nature of the work performed.

ESSENTIAL FUNCTIONS

- Assists severely handicapped students within the Special Education program as may be assigned with personal needs (e.g., tube feeding, suctioning, toileting, diapering, positioning and/or mobility, social skills, etc.) to maintain their health, comfort, cleanliness and safety within the school environment.
- Accompanies students as may be assigned between locations to assist students in their scheduled activities (e.g., WorkAbility and community experience).
- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials to provide instruction in accordance with established curriculum and designated IEP.
- Confers with teachers regarding assigned students' progress and provides information that is used in evaluating students' progress and/or needs.
- Under the guidance of assigned classroom teacher, monitors students' performance and provides feedback to students, teachers and/or others involved in the provision of services in accordance with the IEP.
- Informs the teacher orally or in writing concerning observations, student academic performance, and school activities to provide a record for future reference and/or comply with established regulatory requirements.
- Assists in implementing and monitoring instruction of special education students within special education and/or regular classrooms, individually and in small groups, to improve learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues to develop their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids to ensure the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) to support teachers.
- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- Performs first aid and/or CPR as needed until appropriate medical care is available.
- Performs other job-related duties as assigned.

INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic (e.g., algebra, geometry), grammar, spelling, language and reading
- Instructional materials and techniques used in Special Education
- Safe practices in classroom and other activities
- Basic first aid and cardiopulmonary resuscitation (CPR)
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Record-keeping techniques
- Current, up-to-date office practices and procedures

ABILITY TO:

- Schedule activities
- Gather and-collate data
- Prepare and maintain accurate records
- Prepare documents following prescribed formats
- Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications
- Work with others in a wide variety of circumstances
- Work under limited supervision using standardized practices and/or methods
- Analyze data utilizing defined but different processes
- Work with a significant diversity of individuals and groups
- Work with a variety of data
- Present information to others
- Problem solve by following prescribed guidelines to identify issues and select action plans
- Learn the methods, procedures, functions and limitation of assigned duties
- Supervise and discipline students according to approved policies and procedures
- Lead, guide and coordinate students
- Print and write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with children and adults
- Establish emotional support and a friendly attitude toward students
- Read, interpret and follow rules, regulations, policies and procedures
- Adhere to safety practices including safely handling hazardous materials
- Administer first aid
- Establish and maintain effective working relationships with others
- Maintain confidentiality

INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION

- Understand the exceptional needs of special education students and the goals of students' IEP

EDUCATION AND EXPERIENCE

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government.

Six months of job-related experience working with children is required. Experience may be paid or volunteer.

DISTINGUISHING CHARACTERISTICS

There are three classifications within the Instructional Assistant Special Education series. All three have commonalities in terms of some tasks and the knowledge and abilities required to perform those tasks; however, there are substantial differences among the three as outlined below:

The **Instructional/Personal Care Assistant – Special Education** assists teachers in providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning. Incumbents may also provide instructional support to special education students in other special education learning environments.

Differentiation between the Instructional/Personal Care Assistant-Special Education and the lower-level classification of Instructional Assistant – Special Education, is distinguished as follows:

The **Instructional Assistant – Special Education** assists in providing instruction to students (1-on-1 or in groups) with learning disabilities or students who require a special education learning environment for a portion, or for all of, the students' educational program. Positions in this class work with students having a variety of special education needs including disruptive behavioral problems that require an environment structured to control the behavior. Assignments may be to a classroom generally, or may be dedicated to a specific student.

Differentiation between the Instructional/Personal Care Assistant- Special Education and the equal-level classification of Instructional Assistant – Special Education (Behavior Intervention), is distinguished as follows:

The **Instructional Assistant – Special Education (Behavior Intervention)** primarily provides academic support to students with significant aggressive and/or other behavioral difficulties.

REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications required for the position.

CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross or other agency whose certification standards meet the needs of the program as determined by District staff.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention (CPI).

**INSTRUCTIONAL/PERSONAL CARE ASSISTANT - SPECIAL EDUCATION
CLEARANCES**

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

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Seldom	Reach above shoulder, climbing, balancing
Occasionally	fingering/fine manipulation, power/firm grasping, sitting/standing, twisting back, reach at, above, or below shoulder height, lifting up to 25 lbs. at waist height and carrying up to a distance of 30 feet
Occasionally/Frequently	Stooping/bending, squatting/crouching, kneeling, crawling
Frequently	Lifting up to 10 lbs. at waist height up to a distance of 30 feet, handling/simple grasping
Frequently/Continuously	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet, pushing/pulling, including students in wheelchairs, reach below shoulder height

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, or bolting away.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT VACANCY REPORT 8/05/21

Classified Personnel

33 current/pending vacancies in 18 different job classifications

SITE	SLOT	Position	Hrs/Wk	FTE	STATUS
TP	AN246	Athletic Trainer	35	0.8750	Recruitment in progress
SDA	AK190	Campus Supervisor	40	1.0000	Recruitment in progress
DG	AA135	Custodian	40	1.00	Selection August
CCA	AN210	Custodian	40	1.00	Selection in August
CCA	AD542	Custodian	40	1.00	Selection in August
FAC	AA165	Custodian Floater	40	1.00	Selection in August
FAC	AA193	Grounds/Maintenance Worker II	40	1.00	Selection in August
FAC	AJ703	Grounds/Maintenance Worker II	40	1.00	Selection in August
FAC	AA191	Grounds/Maintenance Worker II	40	1.00	Selection in August
FAC	AN057	Grounds/Maintenance Worker II	40	1.00	Selection in August
SDA	AN487	Instructional Assistant Bilingual	19.5	0.49	Recruitment in progress
COAST	AH436	Instructional Assistant SpEd- Severe	27.5	0.69	Recruitment in progress
COAST	AH761	Instructional Assistant SpEd- Severe	27.5	0.69	Recruitment in progress
LCC	AI314	Instructional Assistant SpEd- Severe	30	0.75	Recruitment in progress
CCA	AN488	Inst Assistant SpEd-Behavior Intervention	30	0.75	Recruitment in progress
TP	AJ212	Inst Assistant SpEd-Behavior Intervention	30	0.75	Recruitment in progress
SDA	AN155	Inst Assistant SpEd-Behavior Intervention	30	0.75	Recruitment in progress
EW	AI068	Instructional Assistant SpEd- Non Severe	30	0.75	Recruitment in progress
LCC	AI331	Instructional Assistant SpEd- Non Severe	30	0.75	Recruitment in progress
LCC	AF620	Instructional Assistant SpEd- Non Severe	30	0.75	Recruitment in progress
PT	AK085	Nutrition Services Supervisor	30	0.75	Selection in August
SDA	AI750	Nutrition Services Transporter I	18.75	0.47	Selection in August
CVMS	AH035	Nutrition Services Assistant II	18.75	0.47	Recruitment in progress
CVMS	AC928	Nutrition Services Assistant I	15	0.38	Recruitment in progress
CVMS	AH037	Nutrition Services Assistant I	12.5	0.31	Recruitment in progress
LCC	AA273	Nutrition Services Assistant II	18.75	0.47	Recruitment in progress
LCC	AA261	Nutrition Services Assistant I	15	0.38	Recruitment in progress
SDA	AA096	Secretary	40	1.00	Recruitment in progress
TRANS	AJ472	School Bus Driver	20	0.50	Recruitment in progress
COAST	AN117	Student Health Care Specialist	40	1.00	Recruitment in progress
NORTH	AM890	Student Health Care Specialist	40	1.00	Recruitment in progress
TRANS	AA546	Transportation Dispatcher	40	1.00	Selection 8/5/21
TRANS	AA554	Vehicle & Equipment Service Worker	40	1.00	Recruitment in progress

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On March 17, 2020, the Governor issued Executive Order N-29-20. This order allowed local agencies to address emergent pandemic conditions by allowing local officials, and the public, to participate in public meetings via virtual platforms. Ordinarily, board attendance via teleconference is regulated by certain provisions of California's open meeting law, the Ralph M. Brown Act (Brown Act). With recent announcements anticipating the end of certain COVID-19 related restrictions, questions have arisen as to whether local officials will continue to have flexibility to attend public meetings virtually.

On June 11, 2021, the Governor issued Executive Order N-08-21, which expressly extends the flexibility concerning the conduct of public meetings through September 30, 2021. Thus, all local government agencies can continue to conduct their public meetings online through September 30.

Background

The Brown Act gives the public a right to attend meetings of local legislative bodies and publicly comment on any item on the agenda or any item of interest to the public that is within the subject matter jurisdiction of the legislative body. Ordinarily, if a member of the legislative body attends a meeting remotely by phone or video, the Brown Act contains specific procedural requirements. During the pandemic, the Governor temporarily relaxed these Brown Act requirements.

Under Executive Order N-29-20 and preceding orders, local agency legislative body members may attend regular, special, or emergency meetings by telephone or video conference. The order suspended the following requirements which normally apply to teleconference attendance:

- A quorum of the members must participate from locations within the boundaries of the agency and each location must be accessible to the public;
- Each teleconference location from which a member will participate must be publicly noticed, and agendas must be posted at each teleconference location;
- Each teleconference location must be accessible to the public;
- Members of the public may address the body at each teleconference location; and
- At least one member of the legislative body must be physically present at the location specified in the notice of the meeting.

These requirements were suspended on the condition that 72 hour or 24 hour

(whichever applies) public notice is still given, and that the notice inform members of the public how they may observe the meeting and offer public comment. Local agencies have relied on this Executive Order to hold virtual meetings throughout the pandemic. For more about Executive Order N-29-20, see our March 27, 2020 Client News Brief, [How to Address COVID-19 with Your Governing Board: Brown Act Reminders](#).

Virtual Meetings After State Reopening

Executive Order N-08-21, issued on June 11, 2021, supersedes and replaces Executive Order N-29-20. The initial order made these flexibilities effective “during the period in which state or local public health officials have imposed or recommended social distancing measures.” The new order, N-08-21, ends them on September 30, 2021.

It is possible that the Legislature will amend open meetings laws to address the possibility of ongoing online meetings. The Legislature is currently considering several bills that would change the requirements for public meeting participation options, including:

- Assembly Bill (AB) 339 proposed making permanent a requirement that the public be able to attend and comment at Board meetings remotely, providing phone and internet based options. AB 339 was approved 54-9 by the Assembly on June 2, 2021, and headed to the Senate Governance and Finance Committee and the Senate Judiciary Committee. However, the bill came out of the Assembly with significant amendments. As currently amended, the bill would apply only to cities and counties with populations of 250,000 or more, and would not apply at all to other types of local agencies, including school districts. Additionally, the scope of the bill was narrowed to require an option for the public to participate in meetings remotely by either phone or internet, not both.
- AB 361 would permit local agencies to conduct public meetings virtually during a declared local or state emergency, without having to rely on the Governor issuing another executive order to suspend these open meeting requirements. AB 361 was approved by the Assembly last month (May 2021) 62-4, and has been referred to the Senate Governance and Finance Committee and the Senate Judiciary Committee.

We will continue to monitor and report on the progress of these bills.

Safety Measures at Public Meetings

While there are still unanswered questions about the latest guidance as applied to public meetings, board meetings will continue to be subject to California Department of Public Health (CDPH) Guidance for Face Coverings. The CDPH has now stated in a [FAQ](#) that local legislative body meetings are “indoor public settings” where masks are required for unvaccinated individuals. According to CDPH, local boards—like California businesses—may choose to:

- Provide information to all attendees regarding vaccination requirements and allow vaccinated individuals to self-attest that they are in compliance prior to entry.
- Require proof of vaccination.
- Require all attendees to wear masks.

This is consistent with guidance applicable to employees under the Division of Occupational Safety and Health (Cal/OSHA) Standards. On June 17, the California Occupational Safety and Health Standards Board adopted a rule which requires face coverings for workers who are not fully vaccinated when indoors and in vehicles. Under the Labor Code, Cal/OSHA has jurisdiction to regulate any place where employment is carried on, with limited exceptions. (Lab. Code, §§ 6303-6304.) The definition of employer includes “each county, city, district, and all public and quasi-public corporations and public agencies therein.” (Lab. Code, § 3300.) Further, pursuant to Section 3351, employees subject to Cal/OSHA regulation include every person employed by an employer, as well as “[a]ll elected and appointed paid public officers,” and “[a]ll officers and members of boards of directors of quasi-public or private corporations while rendering actual service for the corporations for pay.” (Lab. Code, § 3351.) Accordingly, when a school district / local agency returns to in-person meetings, its personnel and board members will still be required to comply with the Cal/OSHA standards then-applicable to employees in the workplace.

The new face mask requirements are addressed in Lozano Smith’s recent Client News Brief, [Face Coverings Still Required in Certain Circumstances under New Rules](#).

One unresolved question specific to school board meetings is whether the mask requirement for K-12 school settings applies to board meetings that are held in K-12 facilities. CDC/CDPH guidance currently requires masks for all “indoors in K-12 schools, childcare, and other youth settings.” Unfortunately, the guidance is vague, and does not distinguish one way or the other between operation of schools versus meetings held on school district property that occur after school

hours. At this time, there is no definitive answer to this question. We expect that the issue will be addressed in the future, and note that CDC guidance on K-12 settings is expected to change again before September 30.

As guidance continues to evolve, agencies opting to return to in-person meetings may wish to consult with their County Health Officer and their legal counsel.