

MEMORANDUM OF UNDERSTANDING BETWEEN THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its CHAPTER #281

And the

MILPITAS UNIFIED SCHOOL DISTRICT

Re: 2019-20 Reclassification

BACKGROUND

On March 3, 2020, a joint Labor-Management Reclassification Committee ("committee") presented their recommendations (attached) to the Milpitas Unified School District's ("MUSD") Executive Cabinet. The committee made recommendations to revise the job descriptions and salary ranges for the following classifications:

- Paraprofessional One-on-One
- Paraprofessional Physical Education
- Paraprofessional I
- Paraprofessional I-Bilingual-Non Bi-Literate
- Paraprofessional II*-Bilingual: Chinese, Korean, Punjabi, Spanish, Tagalog, Vietnamese
- Paraprofessional III - Computer Lab**
- Behavior Intervention Technician I
- Behavior Intervention Technician II
- College and Career Technician
- Transition Assistant
- Transition Program Counselor/Job Developer

Due to budgetary shortfalls, MUSD can not agree to fully implement the committee's full recommendation at this time. The California School Employees Association and its Chapter #281 ("CSEA") and MUSD have agreed to partially implement the committee's recommendation for the time being.

AGREEMENT

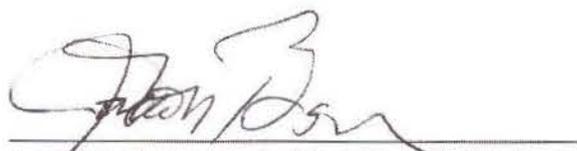
CSEA and MUSD, collectively the "parties", agree to the following:

1. The parties agree to all job description revisions (attached) as presented by the committee on March 3, 2020.
2. The Paraprofessional One-on-One classification shall be consolidated into the Paraprofessional I classification. All current Paraprofessional One-on-One's shall be reclassified to the Paraprofessional I classification. Any seniority earned in the

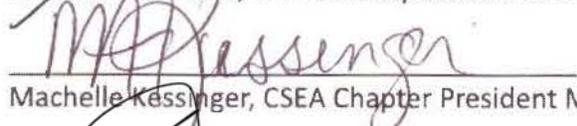
*MEL
CSEA PRISM
5/26/20*

Paraprofessional One-on-One classification will carry to the Paraprofessional I classification.

3. The Paraprofessional II classification*-Bilingual: Chinese, Korean, Punjabi, Spanish, Tagalog, Vietnamese shall be consolidated into all Paraprofessional classifications. If a Paraprofessional is bilingual (based on competency), they will receive an increase of one in range, as per the CBA. All current Paraprofessional II's shall be reclassified to the Paraprofessional I classification and shall receive bilingual pay. Any seniority earned in the Paraprofessional II classification will carry to the Paraprofessional I classification.
4. The Behavior Intervention Technician I classification shall be placed on the 10-month calendar.
5. Effective July 1, 2019, the below classifications will be placed on the following salary ranges:
 - a. Paraprofessional I (including former Paraprofessional 1:1), range 11
 - b. Paraprofessional III, range 13 (no change at this time)
 - c. Paraprofessional P.E., range 13
 - d. Behavioral Intervention Technician I, range 17
 - e. Behavioral Intervention Technician II, range 27 (no change at this time)
 - f. Career Technician, range 21
 - g. Transition Assistant, range 13 (no change at this time)
 - h. Job Training Technician, range 26 (no change at this time)
6. No later than January 31, 2021, the parties will meet and negotiate over further implementation of the committee's recommendation.
7. Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be subject to the grievance provisions of the Collective Bargaining Agreement.



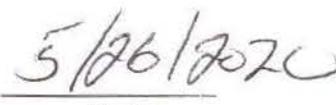
Jonathon Brunson, Assistant Superintendent of HR



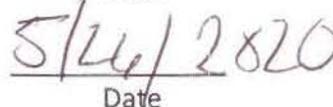
Machelle Kessinger, CSEA Chapter President Milpitas #281



Nathan Jennings, CSEA Labor Representative



Date



Date

5/27/2020

Date



JOINT-CLASSIFICATION STUDY UPDATE HUMAN RESOURCES & C.S.E.A. CHAPTER 281

Needs

Current Data

8 BIT Positions are currently open.

- 5 of these are currently filled by contractors.

12 paraprofessional positions are currently open.

4 Paraprofessional positions resignations since Aug. 2019.

1 Transition Assistant position is open.

Process Overview

- Collective Bargaining Agreement: Reclassification 2015
- Classifications Studied- 2016-2020
- Review Process

Considerations

The following considerations were factored into this report:

- Current job descriptions - More defined
- Changes within the job description, i.e., [Para I](#)
- MUSD/CSEA Goal
 - Comparable districts/salary

Other factors considered:

- Student needs have changed and continue to change.
- Flexibility for district
- Job security
- Sense of value

Paraprofessional Recommendations

- Gen Ed and SpEd Paraprofessionals, including Paraprofessional 1:1 will fall under one [Paraprofessional 1](#) job description.
 - Students will have more wrap-around support.
 - Create more unity of service.
 - More flexibility for the district.
 - More job security for the staff.
- [PE Paraprofessionals](#) will continue to have their own job description.
- Paraprofessional III will be classified as [Paraprofessional Lab Technician](#).



Paraprofessionals Current Ranking

BIT I and BIT II Recommendations

- Continue to offer two BIT positions at a competitive range with comparable descriptions.
- [Behavior Intervention Tech I](#)
- [Behavior Intervention Technician II](#)

BIT I and BIT II Current Ranking

Career Technician Recommendations

- Apply changes in job description as a result of combining current position with teacher stipend duties
- [College & Career Tech](#)

Transition Assistant Recommendations

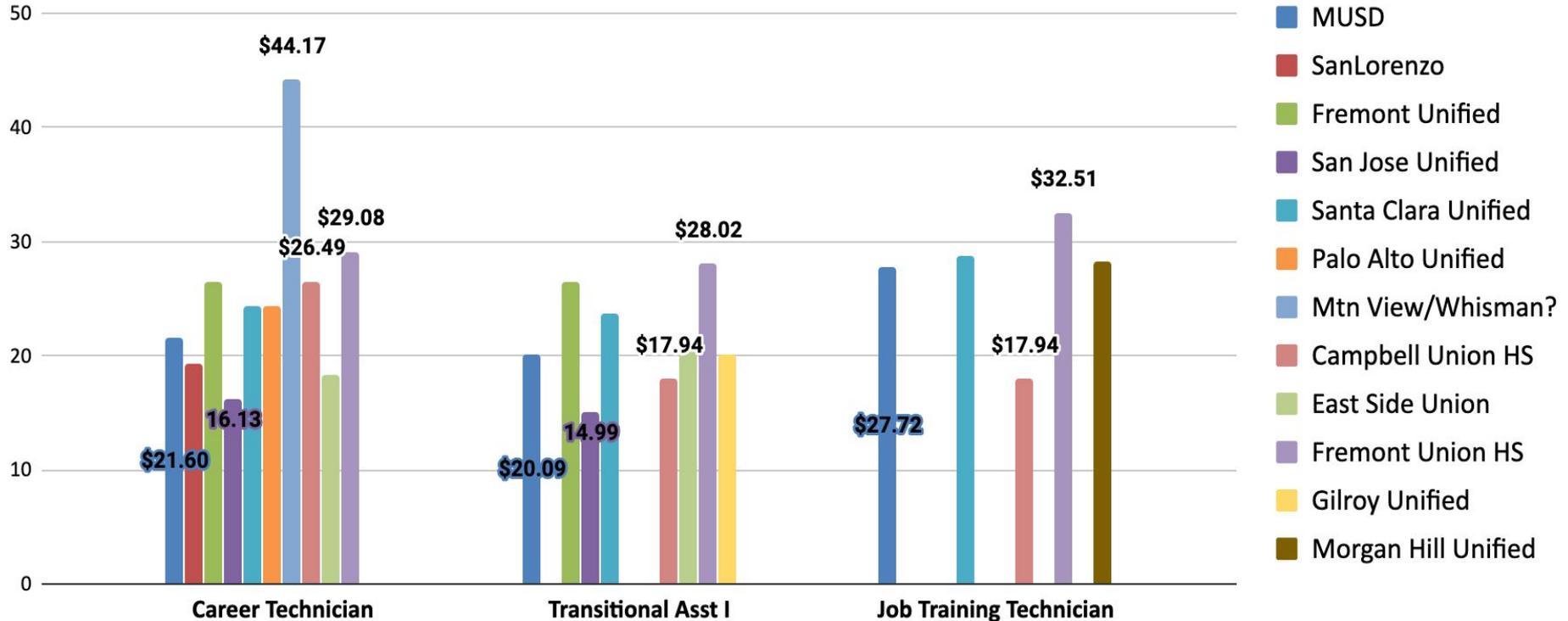
- Apply changes in job description as a result of altering additional transition assistant duties at Milpitas High School.
- [Transition Assistant I](#)

Workforce Developer Recommendations

- Apply changes in job description as a result of differing responsibilities of job developer position.
- [Workforce Developer](#)



Career Technician, Transition Assistant & Transition Employment Specialist Salary Comparison





Career Technician, Transition Assistant & Transition Employment Specialist Current Ranking



Fiscal Impact of Proposed Classification Changes

[Fiscal Impact from 2019-20 Reclassification Project](#)

[Cost Analysis for MUSD Business Dept. 3/2/2020](#)



All Classification New Proposed Salary Ranking Chart

Classification	Salary Range	MUSD	Current Ranking	Proposed Range	Ranking Change
Para 1	Low	\$18.20	9	\$21.09	4
	High	\$22.72		\$25.72	
Para Lab Tech	Low	\$19.61	6	\$21.60	4
	High	\$23.88		\$26.35	
Para PE	Low	\$18.60	3	\$21.60	2
	High			\$26.35	
BIT I (Total # 19)	Low	\$21.09	7	\$25.72	3
	High	\$25.72		\$31.32	
BIT II (Total # 2)	Low	\$28.39	1	\$29.07	1
	High	\$34.53		\$35.42	
Career Technician	Low	\$21.60	6	\$25.06	4
	High	\$26.35		\$30.53	
Transitional Asst I	Low	\$20.09	6	\$24.46	4
	High	\$24.46		\$29.84	
Job Training Tech	Low	\$27.72	4	\$28.39	3
	High	\$33.75		\$34.53	

Our Asks

- We ask that you approve recommendations provided by Reclassification Team on 3/3/2020.
- We ask that you support our vision of providing comparable wages to our employees while positioning MUSD for the future.
- We ask that you consider the further defining of job descriptions for the benefits of our students in the 21st Century.
- After receipt of your recommendation, we plan to take our recommendation to the board at the end of March.

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: BEHAVIOR INTERVENTION TECHNICIAN I REPORTS TO: Assigned Supervisor

DEPARTMENT: Student Services CLASSIFICATION: Classified

WORK YEAR: 10

Months SALARY: Range 15-(17)

BASIC FUNCTION: Under general direction of the assigned supervisor, the Behavior Technician I is to implement basic behavioral techniques with students with significant needs, provide direct student contact individually or in groups, routine clerical/record keeping tasks to support the students' special education needs/program; assist with preparation of instructional materials.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Implement basic behavioral techniques.

Support classroom teacher and related services staff in managing student behavioral needs.

Support student behavioral needs that can be related to a wide range of disabilities, including, but not limited to Autism, ADHD, Social-Emotional Needs (mental health needs).

Assist with outlined academic programs (as developed by classroom teacher) based on IEP goals.

Deliver Discrete Trial Therapy based on Principles of Applied Behavior Analysis (ABA) to individual students as indicated by IEP.

Instruct and facilitate small groups of students to encourage appropriate social skills learning.

Provide direct behavioral based intervention with student/s in the classroom, **and** school setting ~~and/or home environment~~ as described directly by classroom teacher, case manager, and/or supervisor.

Assist teachers and staff in implementing Individual Education Programs (IEPs) and Behavior Intervention Plans.

Set up instructional area and assist with or prepare/develop learning materials for specific ABA related activities.

Routinely record and collect data on student performance as related to IEP goals and objectives on student data collection sheets.

Perform basic clerical functions-copying, filing, etc. to support classroom teacher, case manager, or supervisor in maintaining student files pertaining to specific IEP goals and classroom/therapy materials.

Attend to and reinforce behavioral management needs as related to personal care needs of students including toileting, washing, feeding, etc.

Supervise and support students on playground and in playground activities as related to IEP goals and objectives. Assist student transitions between different environments and activities.

Provide and use appropriate reinforcement schedules as directed by classroom teacher and/or supervisor.

Engage in physical and sometimes strenuous activities with students as related to their behavioral needs such as running, lifting, positioning.

Participate in ongoing training and overlap of new technicians.

Performs other **related** duties as required by supervisor.

~~Other duties may be assigned.~~

Behavior Intervention Technician I - Student Services - continued Page 2

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. In addition, the individual must also meet the requirements of the No Child Left Behind Act of 2001, Section 1119(c) and (d), which requires that local education agencies (LEAs) receiving Title I funds ensure that Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, shall have:

1. Passage of Basic Autism and Behavioral Needs District Assessment; and 2. No Child Left Behind Compliance; and) 3. High School Diploma or equivalent; and 4. Completed two years of study (48 semester units) at an institution of higher education; or 5. Obtained an associate's (or higher) degree; or 6. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

ENTRANCE QUALIFICATIONS:

Any combination equivalent to: High School Diploma or equivalent. Ability to pass the District Proficiency Examination at the level appropriate to the job classification and the Basic Autism and Behavioral Needs District Assessment.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS, KNOWLEDGE OF:

Knowledge of principles of child guidance, child development, instructional process and behavior modification/intervention with special education needs. Basic knowledge of Autism and other related disabilities. Correct usage of English, reading, grammar, composition and vocabulary. Arithmetic, mathematics and related calculations. Overseeing and managing students/children. Methods used in motivating and interesting students/children. Methods for effective cooperation with teachers, staff and adults. Care and handling of children. De-escalation and Physical Restraint skills. Tutoring of students/children of various age groups. Helpful methods for providing a proper learning environment. Planning and working with a variety of instructional programs. Principles of coordination and training. Organizing students/children into working and learning groups. Record-keeping techniques and filing. General goals and purposes of public schools.

Behavior Intervention Technician I - Student Services - continued Page 3

ABILITY TO:

Assist in providing instruction to individuals or small groups of students. Understand and follow oral and written directions. Assist in planning programs and activities. Communicate effectively with students and where necessary, parents. Monitor and discipline students according to approved policies and procedures. Project a mature, constructive, stable and healthy attitude with children/students in a learning environment. Have an interest in students/children. Demonstrate good health. Perform clerical duties such as filing, duplicating and maintaining routine records. Learn the procedures, functions and limitations of assigned duties. Operate instructional and office equipment. Maintain cooperative working relationships with those contacted during the performance of required duties.

WORKING CONDITIONS:

ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

School classroom, playground, school campus, ~~community (home)~~. Subject to driving between school sites.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standing for extended periods of time; walking long distances; run when need; bending at the waist to assist students; bend or twist at the neck and trunk, squat, reaching overhead, above the shoulders and horizontally; lifting, pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials. With appropriate training the employee must be able to restrain a student of up to 100 pounds. Specific vision abilities required by this job include close and distance vision and depth perception.

LICENSE:

Valid California Driver's License Possess and maintain a valid First Aid or CPR certified—(Desired)
(REQUIRED)

**Upon employment, employee will have 6 months to obtain First Aid/CPR Certificate.*

The information contained in this job description is for compliance with the American with Disabilities (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional

related duties are performed by the individuals holding this position and additional duties may be assigned.

12.15

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: College and Career/ Community Service **Specialist**
REPORTS TO: Assigned Supervisor
WORK YEAR: 11 Months

DEPARTMENT: Milpitas High School
RANGE: 16-21
CLASSIFICATION: Classified

BASIC FUNCTION:

Under the direction of an assigned supervisor, the College and Career/Community Service Coordinator is responsible for assisting site administration and guidance advisors in the development of education, career, and occupational opportunities for students; maintain and organize school college and career information center and assist students, teachers, parents and the community by providing information, materials and resources dealing with career planning and college entrance. Perform a variety of clerical support functions related to assigned career center operations. Create and maintain a positive and warm atmosphere for students, staff and community.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Maintain college and career website and career center displays. Disseminate current information on careers, employment, prospects, employment trends, job requirements, military and opportunities for higher and vocational training, including scholarships and financial aid to staff, students and community through multiple platforms such as School Loop Student Information System, social media platforms, emails, fliers etc.

Provide career and college entrance information to students, teachers, parents and counselors; coordinate day-to-day operations and schedule activities, programs, and guest speakers.

Organize field trips and activities at colleges, universities, and industry partners.

Keep current on all financial aid opportunities and provide support to students in timelines and processes for completing applications.

Prepare and maintain a list of available scholarships and community service opportunities; provide information to students and families.

Present information to various groups on college, career, and financial aid opportunities.

Assist pupils and staff directly in the effective use of information for career planning and preparation.

Research and select appropriate college and career materials and maintain an up-to-date “library” and website materials.

Issues work permit applications, types forms; verifies birthdates; and maintains records/files.

Obtain, organize, file and display guidance materials; catalog and prepare for use by students; maintain displays and bulletin boards.

Assist users in the operation of computer programs, Naviance, files and informational websites to research college, career and scholarship information; conduct training sessions for individual and class visits on the use of career center resources and programs.

Contact, schedule and arrange guest speakers from local business community, colleges and military services to present information regarding specific occupations.

Schedule visitations by representatives from local colleges, universities, and financial aid groups; organize, coordinate and publicize College and Career-related events and other opportunities for students to learn about higher education and vocational training and preparation, scholarships, financial aid and community resources.

Support the transition of students from middle school to high school through a presentation/workshop to families and students about college and career readiness topics.

Organize Senior Awards Night; collect scholarship recipient data, run maroon cord and class ranking queries, send out invitations to seniors, parents, city officials and school district officials; facilitate practice the morning of, emcee of the evening program, create slideshow, set up tables and chairs, create event program booklet, record senior shout outs.

Work cooperatively with the business and industrial community to provide pupils with career and scholarship information.

Collaborate with SJCC Milpitas extension counselors and dean, along with MHS counselors to promote, sign up and enroll students in dual enrollment courses.

Maintain current lists, calendar of events, and bulletins concerning scholarships and other financial aids available; provide information concerning specialized scholarships and monitor application progress for both scholarships and financial aid.

Coordinates and publicizes community service opportunities for students. Tracks and enters student community service hours into the school data system. *E*

Provide a variety of information to students regarding labor laws for students, parents and employers, job safety, employment opportunities, problem-solving on the job, career search/vocational planning, and information regarding colleges and trade schools; utilize catalogs, videos, and speakers as necessary. Provide work permits to eligible students. *E*

Maintain records of Career Center activities and programs; maintain inventory records of materials and equipment and assist in determining purchase priorities.

~~Supervise student aides.~~ Trains and directs student assistants in the Career Center as required.

~~Attend appropriate workshops, conferences, and college and career events to gather information.~~ Attend appropriate meetings, workshops, conferences and seminars regarding career trends, college entrance and financial aid and standardized college admission testing.

Assists in accomplishing campus, department and District goals by collaborating with different departments and groups at Milpitas High School such as counseling department, PTSA, Librarian, workability program, and office staff. *E*

Composes/types correspondence, memos, thank you notes, notices, etc. related to Career Center activities and operations.

Performs related duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ENTRANCE QUALIFICATIONS:

Any combination equivalent to Graduation from high school including or supplemented by courses in typing and office practices; and three (3) years of office clerical experience, at least one (1) year of which has been at a responsible position preferably with students in an organized setting. Additional college-level education and/or experience is desirable. Ability to pass the District Proficiency Examination at the level appropriate to the job classification.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Positions in this class require skills in organization, and communication, including specialized contact with students, staff and the community. This position requires basic clerical and computer skills.

Modern office practices, procedures and equipment.

Record-keeping techniques.

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

Operation of a computer and college and career guidance program software.

Interpersonal skills using tact, patience, and courtesy.

Oral and written communication skills.

Public speaking techniques.

Learn the policies and objectives of the Career Center.

Learn sources of college and career resources and informational materials.

Learn methods of career assessment.

Learn financial aid and scholarship policies and procedures.

Prepare and deliver College and career center orientations.

Operate a variety of office equipment including a computer and college and career guidance program software.

Maintain records.

Understand and follow oral and written instructions.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Complete work with many interruptions.

Meet schedules and time lines.

Plan and organize work.

ABILITY TO:

Operate a specialized office activity under pressure and interruptions.

Maintain accurate records and prepare reports.

Understand and follow oral and written instructions.

Use proper English with students, staff and the public.

Maintain cooperative working relationships with those contacted during the performance of required duties.

Apply policies and procedures.

Type/keyboard 50 wpm from clear copy.

Meet schedules and timelines.

WORKING CONDITIONS:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Office environment; subject to eye strain from computer terminal.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Vision (which may be corrected) to read small print; mobility of arms to reach and dexterity of hands to grasp and manipulate small objects; lower body mobility may not be required; frequent lifting (up to 35 pounds), pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; work at a video display terminal for prolonged periods; hearing and speaking to exchange information in person and on the telephone; seeing to prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment.

LICENSES:

Possess and maintain a valid First Aid Certificate. (If the employee does not utilize District provided training, the employee will be responsible for obtaining a valid First Aid Certificate on his/her own). Possess and maintain a valid California Driver's License.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals currently holding this position and additional related duties may be assigned.

8/23/16

1/20/20 pending board approval

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: Paraprofessional I *(NCLB Compliant) Pursuant to the Elementary and Secondary Education Act (ESEA)	REPORTS TO: Assigned Supervisor
DEPARTMENT: Special Education	CLASSIFICATION: Classified
WORK YEAR: 9-1/2 Months	RANGE: 9-(10) 11

BASIC FUNCTION:

~~Assists in providing instruction to individuals or small groups of students at an assigned school site; assist in preparing instructional materials and performs a variety of clerical duties as assigned.~~

Assists students individually or in groups under the direction of an assigned supervisor at an assigned school site; perform a variety of instructional support duties involved in preparing instructional materials, and delivering instructional assistance to individuals and small groups of general education or special education students with **disabilities in RSP, SDC, CBI, and/or general education classroom**. Uses an understanding of grade level material in a variety of subjects and an ability to help students understand grade-level material. Assists students individually or in groups in providing learning activities and meeting the special needs in areas related to feeding, toileting, positioning, hygiene, motor skill, sensory and physical therapy functions; monitor health conditions; perform a variety of clerical duties as assigned.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES:

Assists students individually or in groups with the development, preparation, and reinforcement of learning materials including behavioral intervention strategies and in the performance of other instructional activities for general education and/or special education programs; assist assigned teachers with the implementation of Individual Education Plans (IEPs) or intervention plans; provides input into the development of individual educational goals and objectives as assigned. **E**

~~Assists in supervising students in the classroom or on the playground or on field trips,~~
Assists students individually or in groups in supervising getting on and off the bus, on the playground, during breaks, group activities, and during field trips; transports student from one location to another via wheelchair, lift and position student in and out of orthopedic equipment, and assists student with adaptive devices as needed to facilitate educational activities. **E**

Assists students individually or in groups with independent living skills and personal hygiene including brushing teeth and grooming as required; assist students with eating activities; toilets students and changes diapers and soiled clothing as required; assists with catheterization as assigned by the position. **E**

Assists and monitors students individually or in groups with activities to develop small muscle and eye-hand coordination; assist children in learning gross motor skills; assists children in learning fine motor skills such as reaching, grabbing, folding and cutting. **E**

Assists students individually or in groups in the use of various orthopedic devices, classroom computers, adaptive equipment, and electronic communication devices. **E**

Confers with teachers, BIT's and specialists concerning programs and materials to meet student needs; notifies teacher of any special problems or information concerning students; with the teacher's guidance and direction, communicates important information to parents, and adapts lesson plans and/or modifies materials to meet the individual needs of the students. **E**

~~Prepares materials for classroom use for students; corrects and records grades and keeps simple records. **E**~~

Assists staff with the preparation of instructional and testing materials; corrects and records grades, keeps simple records, administers and scores tests; assists in the preparation of graphic and written teaching materials. Assists in

assessing programs and materials to meet the needs of the children; collects, assembles, and distributes learning materials, supplies, equipment, and other resource materials. E

Tutors individuals or small groups of students; reinforces instruction as directed by the teacher. At the direction of the teacher, assists individual or small groups in the RSP, SDC, CBI, and/or general education classroom of students with academic, social skills and the achievement of IEP or intervention goals; reinforces instruction to individuals or small groups in a variety of subjects; develops creative methods and techniques for working with students within the suggested framework of the teacher; reviews plans with the teacher to ensure correct teaching techniques are being utilized for each student. E

Assists in providing feedback regarding student progress in a wide variety of skills such as correcting papers, reporting progress regarding student performance to the teacher, or assisting staff in administering/proctoring assessments in the general and/or special education classroom. E

controls behavior of students according to approved procedures; Reports progress regarding student performance and behavior Assists general education teachers in implementing students' IEP or intervention plan accommodations. Assists in maintaining order according to approved procedures among the students in the classroom and on the school grounds; supervises students in the classroom, playground/school yard, library, cafeteria, music room, physical education activities and other activities as assigned by the position; accompanies students going from one location to another; accompany students to and from the bus. E

Performs a variety of clerical duties such as preparation of instructional materials; scoring papers, recording grades, taking role and maintaining records and files. E Assists in performing a variety of clerical duties such as recording information, compiling and maintaining records and files, preparing reports, and assembling packets and materials for students. E

Provides support to teacher by setting up work areas, displays and exhibits; operating audio visual equipment, operating educational training equipment and distributing and collecting papers and supplies. E Assists teachers by providing support in setting up work areas, displays, and exhibits, operating audiovisual equipment and educational training equipment, distributing and collecting papers and supplies, preparing bulletin board materials, and main-taining a neat, orderly, and learning environment. E

Operates a variety of standard office equipment including a telephone, copier, computer and assigned software. E

May perform special feeding and positioning techniques as prescribed and under the direction of a teacher, nurse, specialist, or doctor.

In the absence of a health clerk, provides routine first aid to injured students according to established procedures as needed; E

Assures the health and safety of students by following health and safety rules. E provides emotional and friendly support and general guidance

Attends and participates in district workshops and training sessions as required. E

Performs related duties as required.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily at a primary or secondary level dependent upon the job location. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. In addition, the individual must also meet the requirements of the No Child Left Behind Act of 2001, Section 1119(c) and (d), which requires that local education agencies (LEAs) receiving Title I funds ensure that Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, shall have:

High School Diploma or equivalent;

And one of the following:

- a. Completed two years of study (48 semester units) at an institution of higher education;
- b. Obtained an associate's (or higher) degree; or
- c. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Prior experience with students or persons with unique needs preferred; and

Obtained an Associates Degree (or higher) degree; or ~~other related coursework preferred.~~

Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

*Bilingual requirement: Determined by District need. To qualify, employee must have written and oral proficiency in assigned language as measured by tests for bilingual assignment; the District determines bilingual requirements.

If bilingual requirement is met, employee will receive an additional range increase.

DISTINGUISHING CHARACTERISTICS:

Based on the needs of the school site and students, paraprofessionals may be asked to support multiple classrooms following a push-in model. Certain district program assignments may have special in-service meetings. Individual assignments vary depending upon project goals, grade levels, ~~and~~ teacher methods; ~~AND~~, the students' capabilities, emotional needs and general backgrounds. ~~of the children/students involved.~~ The differences in these assignments are evaluated as being within the reasonable/normal range of this class responsibility.

~~Clerical duties are a required skill. Typing while generally involved in some/most positions is not a major responsibility of this class and need not be tested for. This class applies to specially funded programs.~~

~~Oral proficiency in assigned language as measured by tests for bilingual assessment; other languages may be required. The District determines bilingual requirements.~~

ENTRANCE QUALIFICATIONS:

~~Any combination equivalent to: Graduation from high school. Ability to pass the District Proficiency Examinations at the level appropriate to the job classification.~~

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

~~Care and handling of children.~~ Child guidance principles and practices related to children with special education needs.
Methods for effective cooperation with teachers, staff and adults.

Modern office equipment practices and techniques.

General methods of education and tutoring of students/~~children~~ of various age groups.

General needs, learning styles, and behavior of students.

~~General goals and purposes of public schools.~~ Child development theory and principles.

~~Methods used in motivating and interesting students/children.~~ Basic techniques to motivate students and manage student behavior.

Safe work practices.

Correct usage of English, reading, grammar, composition and vocabulary.

Arithmetic, mathematics and related calculations as well as general education classes based on grade level.

Overseeing and ~~managing~~ monitoring students/~~children~~.

Able to work independently with students on various grade level subjects ie (Math, History, Science, English, etc).

Helpful methods for providing a proper learning environment.

Planning and working with a variety of instructional programs.

~~Principles of coordination and training.~~

~~Organizing students/children into working and learning groups.~~

Record-keeping techniques and filing.

ABILITY TO;

~~Assist in providing instruction to individuals or small groups of students.~~ Reinforce instruction to individual or

small

groups special education students as directed by the teacher.

With proper training, ability to use district-approved deescalation strategies on an as needed basis.

Understand and follow oral and written directions instructions.

Assist in planning programs and activities. Assist in the preparation of instructional materials and implementation of individual education and/or intervention plans.

Communicate effectively with students and where necessary, parents. Communicate effectively both orally and in writing.

Monitor and discipline students according to approved policies and procedures. Supervise students according to approved policies and procedures.

Project a mature, constructive, stable and healthy attitude with students in a learning environment.

Have an interest in students/children.

Demonstrate good health. Observe health and safety regulations

Perform clerical duties such as filing, duplicating and maintaining routine records.

Learn the procedures, functions and limitations of assigned duties.

Operate instructional and office equipment. Operate modern office equipment including computer equipment.

Maintain cooperative working relationships with those contacted during the performance of required duties.

Interact effectively and sensitively with individuals from diverse backgrounds.

Demonstrate an understanding, patient and receptive attitude towards students.

Maintain confidentiality of student and school information.

Ability to learn the instructional terminology, program philosophies, concepts, materials, methods, and procedures.

WORKING CONDITIONS

ENVIRONMENT:

The work environment characteristic described here ~~are~~ is representative of ~~those~~ those an employee may encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

School environment: classroom instruction/activities, playground activities, outdoor classroom activities and field trips

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standing for extended periods of time; walking long distances; bending at the waist to assist students; reaching overhead, above the shoulders and horizontally; regularly lifting of 20 pounds on occasion up to 40 pounds, pushing and/or pulling which does not exceed 50 pounds; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials.

LICENSE:

Possess and maintain a valid First Aid and CPR Certificate - **(REQUIRED)**

**Upon employment, employee will have 6 months to obtain First Aid/CPR Certificate.*

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals currently holding this position and additional duties may be assigned.

08/07

2020 pending board approval

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: Paraprofessional Lab Technician
REPORTS TO: An Assigned Supervisor

DEPARTMENT: School Site
CLASSIFICATION: Classified

WORK YEAR: 9-1/2 Months
SALARY: RANGE ~~12~~(~~*13~~) 13
(~~*NCLB Compliant~~)

BASIC FUNCTION: Assists in providing Computer lab instruction or STEAM integrated standard aligned instruction to individuals or small groups of students at an assigned school site; prepares instructional materials.

ESSENTIAL DUTIES AND REPRESENTATIVE DUTIES:

Assists in providing feedback regarding student progress in a wide variety of skills such as collecting performance data, reporting progress regarding student performance to the teacher, or assisting staff in administering/proctoring assessments. E

~~controls behavior of students according to approved procedures; Reports progress regarding student performance and behavior~~ Assists in maintaining order according to approved procedures among the students in the classroom and on the school grounds; supervises students on the school grounds during activities and other activities as assigned by the position; accompany students going from one location to another. E

Tutors individuals or small groups of students in ~~Computer lab assisted~~ or STEAM education. E

~~Sets up activities with advisors that will assist and support student academic need for graduation.~~E

Prepares computer lab or STEAM lessons and instructional materials for ~~use for~~ students use, corrects and records grades and keeps simple records. E

~~Recruit and mentor students to be advisors.~~

Observes and controls behavior of students in the computer or STEAM lab according to approved procedures; reports progress regarding student performance and behavior, ~~if necessary.~~ E

~~Performs a variety of computer maintenance duties; makes minor repairs.~~E

Provides support to teacher by setting up STEAM stations, ~~operating related equipment.~~ E

Assures the health safety of students by following health and safety rules; provides emotional and friendly support and general guidance. E

Participates in meetings and in-service training programs.E

Supervises activities in the computer or STEAM lab.

Selects and maintains a variety of software.

Performs related duties as required.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. In addition, the individual must also meet the requirements of the No Child Left Behind Act of 2001, Section 1119(e) and (d), which requires that local education agencies (LEAs) receiving Title I funds ensure that Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, shall have:*

High School Diploma or equivalent;

And one of the following:

- a) Completed two years of study (48 semester units) at an institution of higher education;
- b) Obtained an associate's (or higher) degree; or
- c) Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

***Bilingual requirement: Determined by District need. To qualify, employee must have written and oral proficiency in assigned language as measured by tests for bilingual assignment; the District determines bilingual requirements. If bilingual requirement is met, employee will receive an additional range increase.**

DISTINGUISHING CHARACTERISTICS: Most, if not all, positions in this class receive supervision and training from classroom teachers with assignments to teachers by the Principal or District. Certain district program assignments have special in-service meetings. Individual assignments vary depending upon project goals, grade levels and teacher methods; AND the capabilities, emotional needs and general backgrounds of the children/students involved. The differences in these assignments are evaluated as being within the reasonable/normal range of this class responsibility.

~~Clerical duties are a required skill. Typing while generally involved in some/most positions is not a major responsibility of this class and need not be tested for. This class applies to specially funded programs.~~

ENTRANCE QUALIFICATIONS:

Any combination equivalent to: Graduation from high school. Ability to pass the District Proficiency Examination at the level appropriate to the job classification.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF: Personal computer and related equipment. Instructional software. Correct usage of English, grammar, composition and vocabulary. Arithmetic, mathematics and related calculations. Overseeing and managing students/children Methods used in motivating and interesting students/children. Methods for effective cooperation with teachers, staff and adults. Care and handling of children Tutoring of students/children of various age groups. Helpful methods for providing a proper learning environment. Planning and working with a variety of instructional programs. Principles of coordination and training. Organizing students/children into working and learning groups. Record keeping techniques and filing. General goals and purposes of public schools.

ABILITY TO: ~~Operate computer and related equipment. Troubleshoot software problems and make minor hardware repairs.~~ Assist in providing instruction to individuals or small groups of students. Understand and follow oral and written directions. Assist in planning programs and activities. Communicate effectively with students and where necessary, parents. Monitor and discipline students according to approved policies and procedures. Project a mature, constructive, stable and healthy attitude with children/students in a learning environment. Have an interest in students/children. ~~Demonstrate good health.~~ Perform general clerical duties such as filing, duplicating and maintaining routine records. Learn the procedures, functions and limitations of assigned duties. Operate instructional and office equipment. Maintain cooperative relationships with those contacted during the performance of required duties.

WORKING CONDITIONS:

ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Specialized Classroom environment.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standing or sitting for extended periods of time; walking long distances; bending at the waist to assist students; reaching overhead, above the shoulders and horizontally; lifting, pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials.

LICENSE:

Possess and maintain a valid First Aid or CPR Certificate – (DESIRED)

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals currently holding this position and additional duties may be assigned.

11/97

11/99

03/01

09/04

5/19 pending board approval

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: Paraprofessional - Physical Education (P.E.)	REPORTS TO: An Assigned Supervisor
DEPARTMENT: School Site	CLASSIFICATION: Classified
WORK YEAR: 9-1/2 Months	SALARY: RANGE 10*13 (*NCLB Compliant)

BASIC FUNCTION:

Within the framework of the District's P.E. instructional objectives, assists in providing instruction to individuals or small groups of students at an assigned school site, prepare instructional materials and performs a variety of clerical duties as assigned. Extensive physical activity is a requirement of this classification.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES:

Assists in providing instruction of district-provided curriculum and supervision to the children in the elementary physical education program based on teachers' planned lessons. **E**

~~Directs the children in using the prescribed lesson plans. E~~

~~Observes and controls behavior of students according to approved procedures; reports progress regarding student~~

~~performance and behavior. E~~

Assists in providing feedback regarding student progress in a wide variety of skills such as collecting performance data, reporting progress regarding student performance to the teacher, or assisting staff in administering/proctoring assessments. E

~~controls behavior of students according to approved procedures; Reports progress regarding student performance and behavior~~ Assists in maintaining order according to approved procedures among the students in the classroom and on

the school grounds; supervises students on the school grounds for physical education activities and other activities as assigned by the position; accompany students going from one location to another. E

Administer Physical Fitness Test in collaboration with teacher/administrator. E

Communicate regularly with teacher regarding information to be shared with parents, specialized academic instructor, principals and office staff as appropriate. E

Provide input concerning effort and citizenship grades for all PE students. E

Makes every reasonable effort to care for and protect school property and efficiently use school equipment. **E**

~~Assists in supervising students on the playground. E~~

Works cooperatively with parents and school personnel. **E**

Performs a variety of duties such as organizing students' physical activities, setting up equipment, recording grades, taking role and maintaining records and files. **E**

Provides support to teacher by setting up work areas, distributing and collecting P.E. equipment and supplies. **E**

Assist with annual inventory of physical education equipment. E

Assures the health and safety of students by following health and safety rules; provides emotional and friendly support and general guidance. **E**

Participates in meetings and in-service training programs. **E**

Provide a proper role model for children; instruct, demonstrate and encourage physical education skills; acknowledge and praise positive behavior. E

Assist students by providing proper examples, emotional support, a friendly attitude and general guidance. E

~~Is punctual to classes and in-services.~~

Performs related duties as required. **E**

DISTINGUISHING CHARACTERISTICS:

Most, if not all, positions in this class receive supervision and training from classroom District Adaptive PE Specialist and classroom teachers with assignments to teachers by the Principal or District. Certain district program assignments may have special in-service meetings. Individual assignments vary depending upon grade levels and teacher methods; AND the capabilities, emotional needs and general backgrounds of the children/students involved. The differences in these assignments are evaluated as being within the reasonable/normal range of this class responsibility. Physical activity is a required duty.

ENTRANCE QUALIFICATIONS:

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. In addition, the individual must also meet the requirements of the No Child Left Behind Act of 2001, Section 1119(c) and (d), which requires that local education agencies (LEAs) receiving Title I funds ensure that Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, shall have:

High School Diploma or equivalent; and **demonstrated experience working with children in an organized setting.**
And one of the following:

- a. Completed two years of study (48 semester units) at an institution of higher education;
- b. Obtained an associate's (or higher) degree; or
- c. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Completion of CPR and First Aid Training.

~~Completed two years of study (48 semester units) at an institution of higher education; or
 Obtained an associate's (or higher) degree; or~~

~~Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics. (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).~~

***Bilingual requirement: Determined by District need. To qualify, employee must have written and oral proficiency in assigned language as measured by tests for bilingual assignment; the District determines bilingual requirements. If bilingual requirement is met, employee will receive an additional range increase.**

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Physical education and skill development in the following areas: co-ed team sports, physical fitness and testing, age appropriate games and activities.

Correct usage of English, reading, grammar, composition and vocabulary.

Arithmetic, mathematics and related calculations.

Overseeing and managing students/children of elementary school age.

Methods used in motivating and ~~interesting~~ **engaging** students/children.

Methods for effective cooperation with teachers, staff and adults.

Care and handling of children.

Helpful methods for providing a proper learning environment.

Planning and working with a variety of instructional programs.

Principles of coordination and training.

Organizing students/children into working and learning groups.

Record-keeping techniques and filing.

General goals and purposes of public schools.

ABILITY TO:

Lead and assist in providing physical education instruction elementary age students..

Understand and follow oral and written directions.

Lead and assist with indoor quiet activities in classrooms or multi-purpose room on rainy days.

Assist in planning programs and activities.

Communicate effectively with students and where necessary, parents

Work successfully with elementary school children and handle discipline problems according to approved school and district policies.

Project a mature, constructive, stable and healthy attitude with children/students in a learning environment.

Have an interest in students/children.

~~Demonstrate good health.~~

Perform duties such as testing and maintaining routine records and equipment.
Learn the procedures, functions and limitations of assigned duties.
Operate instructional and physical education equipment.
Maintain cooperative working relationships with those contacted during the performance of required duties.
Maintain and organize physical education equipment and room.

WORKING CONDITIONS:

ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee may work indoors or outdoors, and occasionally in temperatures above or below 32 to 100 degrees. The noise level in the work environment is usually loud. The employee is frequently exposed to infection at a greater risk than the average person. The employee is directly responsible for the safety and well-being of students. Must be able to meet multiple demands from several people.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to climb or balance; stoop, kneel, crouch, or crawl; and talk and hear. The employee continuously is standing and walking and may frequently run. The individual may frequently bend or twist at the neck and trunk, squat, reach above the head or reach forward and repeat the same hand motion more than the average person. The employee may frequently drive while on the job to reach different building locations. The employee must lift and/or move up to 50 pounds. Specific vision abilities required by this job include distance vision.

LICENSE:

Possess and maintain a valid First Aid and CPR Certification required.
Possess and maintain a valid driver's license/[identification card](#).

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals currently holding this position and additional duties may be assigned.

06/05

2020 pending board approval

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: TRANSITION ASSISTANT I	REPORTS TO: Assigned Supervisor
DEPARTMENT: Special Education	CLASSIFICATION: Classified
WORK YEAR: 9-1/2 Months	SALARY: Range 13

BASIC FUNCTION:

Assists Transition Program Counselor/Job Developer, **high school SDC, or Post-Secondary** in providing responsible assistance to students with exceptional needs in facilitation of their transition from school to the work environment. Employees in this classification are under general supervision of the Transition Partnership Program/Workability program manager and work independently with students with exceptional needs at their work sites.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES:

Provides individual and group instruction related to vocational education/job-keeping skills/job-seeking skills. **E**

Escorts students to a job site with or without the classroom teacher. E

Attends consumer centered staffing to assist in student-centered planning. **E**

Implement instructional and visual aids that are provided by the Special Ed Teacher/Workability Instructor. E

Provides direct placement into unsubsidized jobs. **E**

Updates and maintains student informational forms and database. E

Develops job sites **by communicating with job site management, classroom teachers, and on the job training (OJT) training sites. E**

Markets Transition Partnership Program /Workability to employers. **E**

Prepares employers for student characteristics, employment expectations and job site accommodations. **E**

Prepares specific job task analyses and develops skill training plans. **E**

Maintains ongoing student and employer contacts and records. **E**

Provides individual training and support at the job site and monitors student progress. **E**

Assists students with problem-solving and self-advocacy. **E**

Advises transition program counselor/job developer, placement specialist, program/case manager, Department of Rehabilitation counselor, teacher, parents and employers on student progress. **E**

Provides destination training; arranges transportation for students to and from work sites. **E**

Assists with specialized/extended vocational evaluation/assessment as needed. **E**

Updates and maintains student informational forms and database. E

Administers standardized career vocational tests. **E**

Provides academic support

Performs other Transition Partnership Program/Workability duties as required.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Transition Assistant - continued

Page 2

ENTRANCE QUALIFICATIONS:

Any combination equivalent to: Graduation from high school; any combination of education and experience equivalent to three (3) years of experience working with special education high school age students in the community or education and experience in vocational training. Ability to pass the District Proficiency Examination at the level appropriate to the job classification.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

General practices, procedures and operations of work experience transition programs (Workability and Transition Project).
Willingness to learn job coaching techniques.
Principles, techniques and methods of developing jobs.
General policies and procedures of a school campus.
General vocational counseling methods and practices.
Effective record keeping methods and report procedures.
Special minimum wage and commensurate wages.
Correct English usage, grammar, vocabulary and spelling.
Word processing and understanding of personal computer software.

ABILITY TO:

Understand the special needs and disabling conditions of handicapped students and to effectively relate to these needs in a learning situation.
Understand, interpret and have current knowledge of and apply rules and laws relative to vocational education and job placement.
Maintain accurate records and prepare routine reports.
Communicate orally and in writing clearly and tactfully.
Identify work placements that will meet the particular needs of disabled individuals.
Maintain cooperative working relationships with those contacted in the performance of required duties.

WORKING CONDITIONS:

ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Office and community environment; constant interruptions.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Dexterity of hands and fingers to operate a computer keyboard and other office equipment; reaching overhead, above the shoulders and horizontally; stooping and bending to maintain and retrieve files; hearing and speaking to exchange information in person or on the telephone; seeing to assure complete and accurate reports; sitting or standing for extended periods of time.

LICENSES:

Possess and maintain a valid California Motor Vehicle Operator's license.
A driving record which meets the Milpitas Unified School District insurance requirements.
Maintain valid First Aid/CPR Certificate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals currently holding this position and additional duties may be assigned.

06/96

10/96

11/99

03/01

2020 pending board approval