

Regular Meeting
Tuesday, April 24, 2018
4:00 p.m. – Closed Session – Board Room
5:00 p.m. – Public Session – Board Room

District Office
North Facility
1400 E. Janss Road
Thousand Oaks, CA 91362

I. CLOSED SESSION

- 1.1 Call to Order: Closed session called to order by _____ at _____ pm
- 1.2 Public Employee Performance Evaluation, pursuant to Government Code Section 54957
Title: Director, Classified Personnel
- 1.3 ADJOURN: Closed session at ____ p.m.

II. OPENING PROVISIONS

- 2.1 Call to Order: Open session called to order by _____ at _____ pm
- 2.2 Pledge of Allegiance
- 2.3 Roll Call of Members:
____Nina Brandt, Chairperson; ____Nathan Harimoto, Vice Chairperson; ____ Rose Jeffery, Member;
- 2.4 REPORT on actions taken in closed session: _____

III. GENERAL INFORMATION

- 3.1 Request for APPROVAL of the agenda for the regular Personnel Commission meeting on April 24, 2018, as *submitted or amended*.

Discussion/Action: M ___ S ___ Vote ___

- 3.2 Request for APPROVAL of the minutes for the regular Personnel Commission meeting on March 13, 2018 as *submitted or amended*.

Discussion/Action: M ___ S ___ Vote ___

- 3.3 HEAR Reports / Announcements
 - A. Director, Classified Personnel
 - B. Deputy Superintendent, Human Resources
 - C. CSEA Representative
 - D. Commissioners

- 3.4 HEAR Public on items not appearing on the Agenda **Speaker card required*

IV. CONTINUOUS BUSINESS

- 4.1 VACANCY REPORT

4.2 ESTABLISHING FIELD OF COMPETITION FOR CURRENT/UPCOMING RECRUITMENTS

Request for APPROVAL of the field of competition for active/future recruitments as *submitted or amended*.

Exam #	Recruitment / Examination Title	Field of Competition
17-236-1	Construction Supervisor	Open
17-391-2	Early Care Aide	Open
17-440-1	Senior Clerk Typist	Open

Discussion/Action: M ___ S ___ Vote ___

4.3 RATIFICATION OF EMPLOYMENT ELIGIBILITY LISTS

Request for RATIFICATION of the employment eligibility lists as *submitted or amended*.

Exam #	Recruitment / Examination Title
17-110-1	Account Clerk
17-182-2	Child Nutrition Assistant Satellite
17-199-2	Child Care Leader
17-212-1	Credentials Technician

Discussion/Action: M ___ S ___ Vote ___

4.4 RECLASSIFICATION REQUEST REPORT

Job Class	Work Location	Employee Name	Supervisor	Date of Request	Status
Benefits Technician	DO/HR	Elizabeth Jacobs	Robert Iezza, Deputy Sup, HR	09/29/16	RC 12/16/16 – not affirmed Appeal Request submitted 2/10/17 PC Business Order 2/15/17 Postponement PC Granted Study Appeal – 3/13/2018 – Pending Study by Director

V. NEW BUSINESS – DISCUSSION / ACTION ITEMS

5.1 CLASSIFIED PLAN RESTRUCTURING – PARAPROFESSIONAL SPECIAL EDUCATION

- A. CONSOLIDATE the job classes of Paraprofessional/Special Education, Paraprofessional/SDC, and Paraprofessional/RSP into a single job class of PARAEDUCATOR I, and ADOPT a new job classification as submitted or amended.

Discussion/Action: M ___ S ___ Vote ___

- B. REASSIGN all employees currently employed in the job class of Paraprofessional/Special Education, Paraprofessional/RSP, and Paraprofessional/SDC to the Paraeducator I job class.

Discussion/Action: M ___ S ___ Vote ___

Pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Personnel Commission, and that are public record not otherwise exempt from disclosure, will be available at the Classified Personnel Office – 1400 E. Janss Road, Thousand Oaks, CA 91362. Agenda may also be available on the CVUSD website: www.conejousd.org – Departments/Personnel Services/Classified Personnel/Agenda Minutes Reports.

Pursuant to the Federal Americans with Disabilities Act, if you require any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible to the attention of the Director, Classified Personnel.

- A. ESTABLISH the new job class, PARAEDUCATOR II, and ADOPT the job specification as submitted or amended.
Discussion/Action: M ___ S ___ Vote ___
- B. ALLOCATE the job class of PARAEDUCATOR II to salary range 36 (\$15.64-\$19.08)
Discussion/Action: M ___ S ___ Vote ___
- C. ESTABLISH the new job class, PARAEDUCATOR III, and ADOPT the job specification as submitted or amended.
Discussion/Action: M ___ S ___ Vote ___
- D. ALLOCATE the job class of PARAEDUCATOR III to salary range 41 (\$16.44-\$20.09)
Discussion/Action: M ___ S ___ Vote ___
- E. RETITLE the eligibility list #17-284-1 from Paraprofessional/special Education to Paraeducator I.
Discussion/Action: M ___ S ___ Vote ___

5.2 APPROVE the Field of Competition for the newly established job classes contingent final approval by the Board of Education relative to salary placement as follows:

Exam #	Job Class	Field of Competition
17-375-1	Paraeducator I	Open
17-376-1	Paraeducator II	Promotional
17-377-1	Paraeducator III	Open and Promotional

Discussion/Action: M ___ S ___ Vote ___

5.3 ESTABLISH all eligibility list for the Paraeducator job classification series to be for a period of six (6) months duration as permitted in accord with Education Code 45300, so long as advertised so on job postings.
Discussion/Action: M ___ S ___ Vote ___

5.4 PERSONNEL COMMISSION BUDGET, FISCAL YEAR 2018-2019 (First Reading/Information Only)

5.5 SCHEDULE THE PUBLIC HEARING ON THE ANNUAL 2018-19 FISCAL YEAR BUDGET

May 16, 2018 at 5pm, at District Office / Building B – Conference Room B2

Discussion/Action: M ___ S ___ Vote ___

VI. NEXT MEETING

Regular meeting:

Closed Session May 16, 2018, 4:00 p.m. – Location: DO / Building B – Conf Rm B2

Open Session: May 16, 2018 5:00p.m. – Location: DO / Building B – Conf Rm B2

VII. ADJOURNMENT

ADJOURN the regular Personnel Commission meeting at _____.

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Job Classification	Number of Positions		Assignment Term	Location	Date of Vacancy	Status	Funding
	To Be Filled	ON-HOLD					
Child Care Assistant	7		209 days/ 3.5hrs	University/various sites	present	Continuous recruitment/Hiring Interviews/Processing	Child Care
Child Care Leader	1		ST/5.0 HR	Wildwood	present	pending hiring decision	
Child Nutrition Assistant II		1	ST/3.5 hours	DO	4/3/2017	HOLD	
Clerk Typist	1		ST / 3 hr	TOHS	3/19/2018	pending hiring decision	
	1	1	ST/3	Sequoia/Various Sites	8/28/2017	Unassigned	General Fund
Early Care Aide	2		10/3.5	NfL	present	on hold	ChildDev
Early Care Assistant Teacher		2	10 mo / 3.75	Early Care / NfL	present	on hold	ChildDev
Early Care Teacher		1	10/3.75	NfL	present	on hold	
Facility/Grounds Supervisor		1	12 Mo / 8 Hr	M&O/Grounds	6/1/2018		
Human Resources Technician		1	13 Mo / 8 Hr	DO/Human Resources	5/1/2018		
LVN		1	209/ 3.5	Acacia		Pending oral panel / est elig list	Gen Fund
Paraprofessional/ Special Ed		8	ST / 3.0 Hr.	DO/Special Ed	present	Continuous recruitment	General Fund
		3	ST / 3.5 hr				
Purchasing Specialist	1		12 Mo / 8 Hr	Bus Srvces / Purchasing	present	pending hiring decision	General Fund
Secretary	1		12 Mo / 8 Hr	NPHS	8/14/2018		
Senior Admminstartive Assistant	1		12 Mo / 8 Hr	DO/Student Support			
	1		10.5/8	Colina	Present		
Senior Clerk Typist	1		11 mo / 8 hr	NPHS	8/1/2018		
Site Computer Technician I		1	11 mo / 8 hr	Technology Svcs	present	on-hold / service need? / funding	Gen Fund
School Outreach Assistant		1	ST/3	Glenwood	8/22/2017	on-hold / funding	Title I/NGF

Upcoming Board Meetings - Positions to be Established						
Job Classification			Positions/Type	Location	Funding Source	Recruitment Type

**Personnel Commission Examination Statistics
2017-2018**

Exam #	Recruitment	Eligibility List Expiration Date	Applications Received	Did not qualify	Invited to written/performance exam	Did not appear for written exam	Did not pass written exam	Did not appear for performance exam	Did not pass performance exam	# recommended for oral exam	Did not appear for oral exam	Did not pass oral exam	Disqualified Material Fact	# placed on eligibility list	# on merged eligibility list
17-110-1	Account Clerk	3/15/2019	57	16	41	21	5	0	0	15	2			13	15
17-182-2	Child Nutrition Assistant Satellite	4/12/2019	9	5	4	0	0	0	0	4	0	0	0	4	5
17-199-2	Child Care Leader	3/20/2019	6	4	0					2	0	0		2	4
17-212-1	Credentials Technician	3/9/2019	20	13	7			2	0	5	0	3		2	

TO: Personnel Commission
 FROM: Director, Classified Personnel
 DATE: April 24, 2018 (Action)

SUBJECT: RESTRUCTURING OF THE PARAPROFESSIONAL/SPECIAL EDUCATION POSITIONS AND JOB CLASSES

ISSUE:

Should the Personnel Commission approve the proposed changes to the classification structure for allocating positions in service of students assigned to special education programs?

BACKGROUND:

The Special Education Department currently serves approximately two-thousand students. In an effort to provide more effective support and greater continuity of care, additional classified support staff is necessary to assist teachers in meeting individualized educational plan requirements. The District currently funds nearly 230 paraprofessional positions varying from 3.0 hours per day to 6 hours per day to address student needs. Such positions are presently allocated to the following job classes:

Job Class	Salary Range	Number of Positions
Paraprofessional/Special Education	31 (Step E: \$18.15)	3.0 / 206 – 104 3.0 / 169 – 6 3.5 / 206 – 19 3.75 /206 --13 4.0 / 206 –1 5/5 / 169 - 5 5.5 / 206 – 34 6.0 / 206 - 46
Paraprofessional/SDC	31 (Step E: \$18.15)	5.5 /206 – 1 6.0 /206 – 1
Paraprofessional/RS	31 (Step E: \$18.15)	5.5 /206 - 1
Paraprofessional/Severely Disabled	39 (Step E: \$19.69)	3.0 / 206 – 1 3.5 / 206 – 1 5.5 / 206 -- 1

Over the last decade, student needs have begun to significantly vary relative to degrees of medical needs, as well as behavioral profiles, while all students K-12 have been serviced by positions allocated to the Paraprofessional/Special Education job class. Such variance in position assignments has posed challenges relative to competitive examination and ranking on eligibility lists. The present ‘one size fits all’ approach, has created inequities among position requirements depending on individual student profile and/or program (Emotionally Disturbed, LEAP, Autism) assignment. While the CSEA Contract of Agreement provides for the authorization of a Behavioral Stipend (10%), the criteria for eligibility is subjective and based on individual student profiles assessed annually relative to the total student population.

It is in the mutual interest of the Special Education Department and the CSEA Chapter 620 serving as the exclusive representative of the members in said job classes, that staff propose the following change in the classification structure:

- A. Establish a job classification series under the title of Paraeducator and consolidate the existing job classes as follows:

Job Class	Salary Range	Proposed Job Class	Salary Range
Paraprofessional/Special Education	31 (Step E: \$18.15)	Paraeducator I	31 (Step E: \$18.15)
Paraprofessional/SDC	31 (Step E: \$18.15)		
Paraprofessional/RSP	31 (Step E: \$18.15)		

All positions and employees presently assigned to the three (3) Paraprofessional job classes at Range 31 on General Classified Employees Salary Schedule will be impacted by a change in job title to Paraeducator I, and the adopted changes to the job specification as reflected in attachment 2, without any further impact on the terms and conditions of employment. Attachment 1 is included for reference as the current adopted job specification for the Paraprofessional/Special Education positions.

- B. Establish a new job classification in the Paraeducator series – Paraeducator II (attachment 3)

Basic Function: Assist in implementing instructional education programs for students who are medically fragile; assist in meeting unique needs which may include feeding, toileting, positioning and monitoring health conditions of students with medical difficulties that may include G-tube feeding, catheterization, general ostomy care, and tracheostomy care.

The proposed job class of Paraeducator II encompasses the performance of specialized medical procedures that are a key aspect of the duties encompassed by the existing job class of Paraprofessional-Severely Disabled. However, the job classes are not sufficiently alike to propose a title change, in that the positions allocated to the Paraprofessional-Severely Disabled were to be assigned to the District’s Special Education Postsecondary program, serving adult students from ages 18-22 years old, with moderate to severe mental and physical disabilities. The positions were to be distinguished from the Paraprofessional-Special Education, by engaging primarily in providing primary care services involving varied medical procedures, working with adult students with multiple and/or severe disabilities. The minimum qualifications for Paraprofessional-Severely Disabled job class were not subject to the provisions of the No Child Left Behind, now called Every Student Succeeds Act (ESSA), as compared to the Paraprofessional-Special Education.

C. Establish a new job classification in the Paraeducator series – Paraeducator III (attachment 4)

Basic Function: Provides intensive behavior intervention services to designated students with exceptional needs in a variety of settings, including but not limited to, the classroom, home and community under the supervision and direction of the Behavior Intervention Specialist(s). Positions assigned to this class are distinguished from Paraeducator I and II job classes by the emphasis on knowledge and ability in implementing methodologies including, but not limited to: Applied Behavior Analysis (ABA), Discrete Trial Training, Pivotal Response Training (PRT), Social Stories, PECS, and TEACCH, de-escalation strategies.

The restructuring of the classifications will provide for better service to students and more equitable and appropriate assignment of duties. Restructuring approval will effectively eliminate the existing subjective assessment/assignment of the Behavioral Stipend, but rather rely on the assigned job duties relative to the essential functions of each of the job classification specifications to determine proper classification.

SALARY ALLOCATION RECOMMENDATION

Staff recommendation for salary placement for the new job classification is formulated on the basis of gathered market salary data within K-12 school districts that are in geographical proximity as well as like ADA size, along with factoring in fiscal implications (attachment 5).

<i>Job Class</i>	<i>Range</i>	<i>Hour Rate</i>
<i>Paraeducator I</i>	31	\$14.90-\$18.15
<i>Paraeducator II</i>	36	\$15.64-\$19.08
<i>Paraeducator III</i>	41	\$16.44-\$20.09

Salary placement at range 41 for the Paraeducator III, provides for approximately 11% differential, which is in excess of the 10% behavioral stipend that was authorized for employees serving in like assignments.

The District has met its obligation under the EERA (Educational Employment Relations Act), and met and conferred with CSEA Chapter 620 relative to mandatory subjects of negotiations involved in the various aspects of the proposed consolidation of classifications, establishment of new job classes and proposed salary range placement. Albeit, the Board of Education retains the authority for approving the final range placement with consideration of the Personnel Commission recommendation.

RECOMMENDATION:

- A. CONSOLIDATE the job classes of Paraprofessional/Special Education, Paraprofessional/SDC, and Paraprofessional/RSP into a single job class of PARAEDUCATOR I, and ADOPT a new job classification as submitted or amended.
- B. REASSIGN all employees currently employed in the job class of Paraprofessional/Special Education, Paraprofessional/RSP, and Paraprofessional/SDC to the Paraeducator I job class.
- C. ESTABLISH the new job class, PARAEDUCATOR II, and ADOPT the job specification as submitted or amended.
- D. ALLOCATE the job class of PARAEDUCATOR II to salary range 36 (\$15.64-\$19.08)
- E. ESTABLISH the new job class, PARAEDUCATOR III, and ADOPT the job specification as submitted or amended.
- F. ALLOCATE the job class of PARAEDUCATOR III to salary range 41 (\$16.44-\$20.09)
- G. RETITLE the eligibility list #17-284-1 from Paraprofessional/special Education to Paraeducator I.

Respectfully submitted,

Marina Mihalevsky
Director, Classified Personnel

JD43.a
Conejo Valley Unified School District

PARAPROFESSIONAL /SPECIAL EDUCATION

DEFINITION

Under supervision, performs a variety of specialized instruction, personal services and routine clerical duties to free the teacher from routine work; performs related work as required.

CLASS CHARACTERISTICS

Positions in this class are established to assist a teacher in providing students with direct instruction and personal services to compensate for special learning and behavior needs. Incumbents perform their tasks with initiative and independent judgment within a limited number of standardized procedures.

EXAMPLES OF DUTIES

Assists regular or special education staff in the implementation of individual education plans for students with special learning, physical and behavior needs by providing direct instruction in following procedures established by the regular or special education staff; assists individual students and small groups of students to reinforce and follow-up learning activities; monitors and assists students in drill, practice and study activities as a follow-up to the presentation of instructional concepts by the regular or special education staff; directs students into safe learning activities/functions and assists in shaping of appropriate social behaviors; assists and instructs and supervises students on field trips, vocational settings, and community outings; assists in the management of student behavior techniques; directs class activities when the regular or special education staff is not present utilizing established procedures; supervises the activities of special education students to and from the bus, on the playground, in the cafeteria, and in the community; prepares and assists in the preparation of a variety of specialized instructional materials and learning aids for use with individuals or small groups of students with special learning, physical and/or behavior needs; assists in the development and maintenance of student records and files; operates various office equipment; observes and records student behaviors and other significant data; requisitions, stores, distributes and maintains an inventory of educational materials, supplies and equipment; assembles collects, catalogues and distributes resource materials to students designed to meet their individual learning needs; assists in the development and maintenance of a learning environment appropriate to the special needs of students; may perform duties related to the personal cleanliness and toileting of students, and independent living skills; takes accurate lecture notes, organizes material, administers tests and performs research work in the school library; performs related work as required.

Knowledge of:

The general needs, behavior and emotional needs of students with special learning problems and physical impairments;
Classroom strategies utilized with students experiencing special learning needs;
Behavior management techniques;
Correct English usage, spelling, grammar and punctuation;
Basic mathematical concepts;
The operation of office equipment including a computer.

Ability to:

Demonstrate an empathetic, patient and receptive attitude with students exhibiting specialized learning and behavior needs;
Exercise sound, independent judgment when unacceptable or unsafe behavior is exhibited by students;
Understand and follow specific student education plans;
Have a well-developed relationship with students;
Understand and follow oral and written directions;
Work with individual and small groups of students;
Establish and maintain effective relationships with adults and children;
Communicate effectively orally and in writing;
Make mathematical calculations with speed and accuracy;
Operate a computer and other office equipment;
Perform routine clerical work.

Experience:

None required.

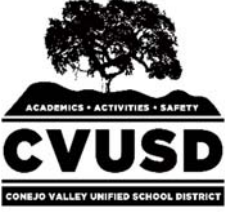
Education:

Graduation from High School or GED required. Completion of at least two years of study (48 units) at an institution of higher education, or Associates or higher degree highly desirable.

Physical Requirement:

The ability to pass a physical examination deemed appropriate by the District and perform the physical demands of the position.

Personnel Commission
Adopted 7/22/97
Revised 11/7/02
Revised 7/6/04

	<p>Conejo Valley Unified School District Personnel Commission</p>	JOB DESCRIPTION	
		Job Family: Instructional Services	
		Salary Range: 31	Schedule: Classified
		FLSA Status: Non-Exempt	Work Year: School Term

PARAEDUCATOR I

BASIC FUNCTION

Under the immediate supervision of an assigned school administrator and general direction of a classroom teacher, provides instructional assistance to students individually and/or in groups according to state standards, classroom objectives and the individualized education program (IEP), including health and/or behavioral plans; provides emergency health-related assistance to students as needed.

DISTINGUISHING CHARACTERISTICS BETWEEN RELATED JOB CLASSES

Positions in the Paraeducator I job classification primarily focus on providing instructional and physical assistance to students who are developing the foundation for progressive mastery of reading, writing, and mathematics. Assignments within this job classification may be allocated across various programs within the Special Education program of the District, including Autism, LEAP, Resource, SDC, and 1:1 student support services.

- All duties performed by a Paraeducator I may also be performed by a Paraeducator II and Paraeducator III
- The Paraeducator I will primarily provide non-intrusive medical health assistance, and/or emergency specialized medical support, whereas a Paraeducator II may provide intrusive medical assistance, including daily specialized medical support.
- The Paraeducator I may be tasked with learning and implementing behavior management plans, including basic techniques such as prompting, or guidance, whereas positions assigned to Paraeducator III are responsible for implementing behavior intervention strategies requiring significant training and knowledge of ABA (Applied Behavior Analysis), ongoing data collection, assessment and recommendation of appropriate intervention strategies.

REPRESENTATIVE DUTIES/RESPONSIBILITIES

Assists teacher(s) with implementation of students' IEP goals and objectives through instruction and a wide variety of prescribed activities; reinforces classroom instruction through follow-up learning activities; provides additional tutoring to students in academic subject areas as assigned.

Confers with teacher(s), and other school personnel as appropriate, regarding programs and materials to meet student need.

Assists in gathering, assembling, and preparing various instructional materials and learning aides for delivering classroom instruction and related activities.

Provides assistance with classroom, outdoor playground, cafeteria, and field trip travel supervision; ensures students are not leaving designated areas.

Directs students to engage safely in learning activities and school functions, and assists in shaping of appropriate social behaviors.

Assists the teacher with behavior management and intervention plans; may record behavior incidents.

Applies approved behavior intervention techniques to maintain student safety as required.

Assesses crisis situations and intervenes to defuse situations using conflict resolution, crisis intervention, restraints, or assisting staff as appropriate;

Assists students with personal care such as washing, grooming, toileting, and diaper changing.

Assists in keeping classroom neat, clean, and safe; assists in developing and maintaining the classroom learning environment that enhances student learning.

Reinforces functional academic concepts with music, puppets, big books and devices.

Collaborates with other service providers such as speech and adaptive physical education specialist.

Assists in hand-over-hand activities with students with limited fine motor skills.

Assists with proctoring assessments, grading assignments and assisting in library research;

Under the direct supervision and observation of a certificated staff, assists students with taking medication under prescribed policies and procedures.

May ride with students on the bus which transports the students to and from school and assists students in moving to and from activities on school site or campus.
Under the supervision of a certificated staff, assists with feeding students unable to feed themselves.
Attends in-services and staff meetings as required
May provide assistance to students in transitioning in and out of wheelchairs, braces, and other equipment.
May assist the teacher with routine classroom clerical tasks such as making photocopies and preparing and assembling classroom materials
May accompany students in vocational training setting and/or on community outings.
Maintains confidentiality of student information in accordance with legal requirements and policies
Performs other related duties as required

KNOWLEDGE & ABILITY REQUIREMENTS

Knowledge of:

Correct English usage, spelling, grammar and punctuation;
Basic mathematical concepts appropriate to supporting school instruction;
Non-violent crisis intervention techniques and principles;
Fundamentals in classroom behavior management and support;
Classroom procedures and appropriate student conduct;
Child guidance and adolescent development principles and practices;
Applicable laws, codes, policies and regulations related to assigned activities.

Ability to:

Maintain professional integrity, respect, empathy, and patience with students having a wide range of physical and cognitive disabilities
Provide physical care and communicate effectively with students with special needs from age 3 to 22
Assist in lifting and moving students who may wear heavy braces, use wheelchairs, and other orthopedic devices
Learn and apply behavior management and intervention techniques
Communicate effectively in the English language, both orally and in writing
Show composure and clear thinking in emergencies and under stressful circumstances;
Adapt quickly to new students and to changes in IEPs
Establish and maintain an effective working relationship with students and staff
Recognize and report safety hazards
Learn, understand, and apply applicable laws, rules, practices, and procedures
Learn to use specialized instructional technologies
Model communication and interaction that respect and include all individuals and their languages, abilities, religions, and cultures
Exercise sound independent judgment within general policy guidelines;
Use tact and diplomacy when dealing with sensitive, complex and/or confidential issues and situations;

TOOLS/EQUIPMENT

In order to effectively perform the essential functions of the classification, an incumbent is subject to properly operating the following tools/equipment with or without reasonable accommodation and/or on-the-job training upon job entry.

- ✓ Operate a variety of office equipment including personal computers and job-specific software applications, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

ENTRANCE QUALIFICATIONS

Education: High school diploma or an equivalent. Completion of at least two years of study (48 units) at an institution of higher education, or Associates or higher degree highly desirable.

Experience: One year of experience working with children, adolescents, and young adults in an organizational setting. Experience working with individuals with special developmental needs is desirable.

Licenses/Certifications/Special Requirements

Valid California Class C Driver's License

WORKING CONDITIONS

Physical Demands

Level – Moderate / Performance of position duties/responsibilities is subject to frequent standing, walking, reaching, twisting, turning, kneeling, bending, squatting, and/or stooping, while performing duties requiring *observing and implementing behavioral interventions with students with special needs and behavioral challenges*; position is subject to exercising continuous *manual dexterity* (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate computer equipment and peripherals.


Environment/Hazards

- ✓ Indoor office and/or classroom setting
- ✓ Minimal temperature variations;
- ✓ Some students may present with aggressive behaviors requiring the use of appropriate safety practices to prevent risk of injury.

PRE-EMPLOYMENT REQUIREMENTS

- ✓ California Department of Justice fingerprint check
- ✓ Tuberculosis screening
- ✓ Job knowledge/experience based selection tests to assess minimum job competency and placement on the eligibility list established for filling job vacancies in the job class.

DISCLAIMER: This classification description is not a complete statement of essential functions, duties/responsibilities, or requirements. Stated requirements are representative of the minimum technical and behavioral job competency requirements. District Administration reserves the discretion to add or modify typical duties of a position as necessary for effective department/site operation.

	<p>Conejo Valley Unified School District Personnel Commission</p>	JOB DESCRIPTION	
		Job Family: Instructional Services	
		Salary Range: 36	Schedule: Classified
		FLSA Status: Non-Exempt	Work Year: School Term

PARAEDUCATOR II

BASIC FUNCTION

Under the immediate supervision of an assigned school administrator and general direction of a classroom teacher, assists in implementing instructional education programs for students who are medically fragile, with varied support needs, and performing specialized medical procedures as assigned.

DISTINGUISHING CHARACTERISTICS BETWEEN RELATED JOB CLASSES

Positions in the Paraeducator II job classification provide instructional and physical assistance to students who are developing the foundation for progressive mastery of reading, writing, and mathematics, while also having significant medical conditions requiring ongoing support and administration of specialized medical procedures.

- All duties performed by a Paraeducator I may also be performed by a Paraeducator II
- Paraeducator I positions will primarily provide non-intrusive medical health assistance, and/or emergency specialized medical support, whereas a Paraeducator II may provide intrusive medical assistance, including daily specialized medical support.

REPRESENTATIVE DUTIES/RESPONSIBILITIES

Assists teacher(s) with implementation of students' IEP goals and objectives through instruction and a wide variety of prescribed activities; reinforces classroom instruction through follow-up learning activities; provides additional tutoring to students in academic subject areas as assigned.

Supports student medical needs by performing assigned medical procedures and health related interventions according to established guidelines and protocols, and as directed by professional medical staff, including catheterization, NG tube feeding, changing tracheotomy tubes and ties, machine suctioning, colostomy/ileostomy care, gastrostomy feeding, mechanical ventilation, nasal cannula, oxygen supplementation, syringe suctioning and related procedures.

Provide primary care to students with physical handicaps requiring assistance with feeding, toileting and diapering, dressing (e.g. change of soiled clothing) and other related needs. Assist students in developing cognitive, gross and fine motor, feeding and self-help adaptive skills based on the curriculum and developmental plans established by speech and physical therapists, psychologists, special education teachers and other specialists.

Establish and maintain daily documentation of specialized physical health care services and procedures, including administration of medication.

Assists in gathering, assembling, and preparing various instructional materials and learning aides for delivering classroom instruction and related activities.

Provides assistance with classroom, outdoor playground, cafeteria, and field trip travel supervision; ensures students are not leaving designated areas.

May lift and/or assist in lifting students in and out of wheelchairs, braces, and varied orthopedic equipment, including assistance with performing manual tasks, getting on/off the school bus, and other positioning or locomotion needs.

Confers with teacher(s), and other school personnel as appropriate, regarding programs and materials to meet student need.

Directs students to engage safely in learning activities and school functions, and assists in shaping of appropriate social behaviors.

Respond to emergency life threatening situations by administering to students' first aid and cardiopulmonary resuscitation (CPR) or other life-sustaining efforts until paramedics or other medical assistance is available.

Complete accident and incident reports on as needed basis; and may assist a school nurse in updating and maintaining medical records.

Assists the teacher with behavior management and intervention plans; may record behavior incidents.

Applies approved behavior intervention techniques to maintain student safety as required.

Assesses crisis situations and intervenes to defuse situations using conflict resolution, crisis intervention, restraints, or assisting staff as appropriate;

Assists students with personal care such as washing, grooming, toileting, and diaper changing.
Assists in keeping classroom neat, clean, and safe; assists in developing and maintaining the classroom learning environment that enhances student learning.
Reinforces functional academic concepts with music, puppets, big books and devices.
Collaborates with other service providers such as speech and adaptive physical education specialist.
Assists in hand-over-hand activities with students with limited fine motor skills.
Assists with proctoring assessments, grading assignments and assisting in library research;
Under the direct supervision and observation of a certificated staff, assists students with taking medication under prescribed policies and procedures.
May rides with students on the bus which transports the students to and from school and assists students in moving to and from activities on school site or campus.
Attends in-services and staff meetings as required
May assists the teacher with routine classroom clerical tasks such as making photocopies and preparing and assembling classroom materials
May accompany students in vocational training setting and/or on community outings.
Maintains confidentiality of student information in accordance with legal requirements and policies
Performs other related duties as required

KNOWLEDGE & ABILITY REQUIREMENTS

Knowledge of:

Correct English usage, spelling, grammar and punctuation;
Basic mathematical concepts appropriate to supporting school instruction;
Non-violent crisis intervention techniques and principles;
Fundamentals in classroom behavior management and support;
Classroom procedures and appropriate student conduct;
Child guidance and adolescent development principles and practices;
Applicable laws, codes, policies and regulations related to assigned activities.

Ability to:

Maintain professional integrity, respect, empathy, and patience with students having a wide range of physical and cognitive disabilities
Provide physical care and communicate effectively with students with special needs from age 3 to 22
Assist in lifting and moving students who may wear heavy braces, use wheelchairs, and other orthopedic devices
Learn and apply behavior management and intervention techniques
Communicate effectively in the English language, both orally and in writing
Show composure and clear thinking in emergencies and under stressful circumstances;
Adapt quickly to new students and to changes in IEPs
Establish and maintain an effective working relationship with students and staff
Recognize and report safety hazards
Learn, understand, and apply applicable laws, rules, practices, and procedures
Learn to use specialized instructional technologies
Model communication and interaction that respect and include all individuals and their languages, abilities, religions, and cultures
Exercise sound independent judgment within general policy guidelines;
Use tact and diplomacy when dealing with sensitive, complex and/or confidential issues and situations;

TOOLS/EQUIPMENT

In order to effectively perform the essential functions of the classification, an incumbent is subject to properly operating the following tools/equipment with or without reasonable accommodation and/or on-the-job training upon job entry.

- ✓ Operate a variety of office equipment including personal computers and job-specific software applications, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

ENTRANCE QUALIFICATIONS

Education: High school diploma or an equivalent. Completion of at least two years of study (48 units) at an institution of higher education, or Associates or higher degree highly desirable.

Experience: One year of experience working with children, adolescents, and young adults in an organizational setting. Experience working with individuals with special developmental needs is desirable.

Licenses/Certifications/Special Requirements

Valid California Class C Driver's License

WORKING CONDITIONS

Physical Demands

Level – Moderate / Performance of position duties/responsibilities is subject to frequent standing, walking, reaching, twisting, turning, kneeling, bending, squatting, and/or stooping, while performing duties requiring *observing and implementing behavioral interventions with students with special needs and behavioral challenges*; position is subject to exercising continuous *manual dexterity* (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate computer equipment and peripherals.

Environment/Hazards

- ✓ Indoor office and/or classroom setting
- ✓ Minimal temperature variations;
- ✓ Some students may present with aggressive behaviors requiring the use of appropriate safety practices to prevent risk of injury.

PRE-EMPLOYMENT REQUIREMENTS

- ✓ California Department of Justice fingerprint check
- ✓ Tuberculosis screening
- ✓ Job knowledge/experience based selection tests to assess minimum job competency and placement on the eligibility list established for filling job vacancies in the job class.

DISCLAIMER: This classification description is not a complete statement of essential functions, duties/responsibilities, or requirements. Stated requirements are representative of the minimum technical and behavioral job competency requirements. District Administration reserves the discretion to add or modify typical duties of a position as necessary for effective department/site operation.



Conejo Valley Unified School District
Personnel Commission

JOB DESCRIPTION

Job Family: Instructional Services

Salary Range: 41

Schedule: Classified

FLSA Status: Non-Exempt

Work Year: School Term

PARAEDUCATOR III

BASIC FUNCTION

Under general supervision, works one-on-one and/or in small groups with and supervises assigned student(s) who have mild to moderate and/or moderate to severe learning, emotional, physical and/or behavioral disability(ies) in a classroom, community and/or vocational jobsite setting as assigned; implement behavior intervention strategies and plans of various technical complexity.

DISTINGUISHING CHARACTERISTICS BETWEEN RELATED JOB CLASSES

Positions assigned to the Paraeducator II job class are distinguished from Paraeducator I and II job classes by the emphasis on knowledge and ability in implementing methodologies including, but not limited to: Applied Behavior Analysis (ABA), Discrete Trial Training, Pivotal Response Training (PRT), Social Stories, PECS, and TEACCH, de-escalation strategies.

Some students served by incumbents in Paraeducator III class require constant attention and utilization of non-violent intervention training in order to ensure the student's physical safety and that of other students and staff; the nature and severity of student disabilities may cause one to be accident prone, and/or present with assaultive or self-abusive tendencies that may cause serious injury to themselves or others.

REPRESENTATIVE DUTIES/RESPONSIBILITIES

- Work with individual and small groups of students in a variety of instructional and adaptive skills areas based on individual needs, including but not limited to: generalization, stimulus control, sensory integration, functional skills, communications and language development skills, self-help, visual perception and academics including appropriate prompts to build independence.
- Utilize a variety of ABA methodologies including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response Training; prepare related instructional materials.
- Observe and manage behavior of students according to approved procedures; build motivation in students by rewarding performance of desired behaviors and completion of tasks with tangible or external reinforcement.
- Assist students with and demonstrate proper methods of physical care and personal hygiene including toileting, eating, grooming and dressing; capitalize on appropriate behaviors and establish favorable reactions to environmental cues.
- Prepare, maintain and input daily data, detailed case records, summaries, contact logs, notes and progress reports related to assigned students and activities; maintain confidentiality of sensitive and privileged information.
- Observe, monitor, collect data, and report progress regarding student performance and behavior to District staff; confer with supervisors, teachers and specialists to apply behavior modification and management programs.
- Accompany and monitor students in a variety of non-classroom activities including field trips and community-based outings that assist students with developing social and community skills; assist students on and off the bus as necessary.
- Assure the health and safety of students by following health and safety practices and procedures; administer First Aid and CPR.
- Attend a variety of meetings, workshops and in-service trainings to maintain current knowledge of developments in the field of special education; attend mandatory clinic meetings with IEP teams;
- Participate in student assessments as directed.

Direct students in group activities as assigned.

Maintains confidentiality of student information in accordance with legal requirements and policies.
Performs other related duties as required.

KNOWLEDGE & ABILITY REQUIREMENTS

Knowledge of:

Non-violent crisis intervention techniques and principles;
Behavior intervention strategies and techniques;
Basic Applied Behavior Analysis techniques and services; discrete trial teaching techniques;
Classroom procedures and appropriate student conduct;
Child guidance and adolescent development principles and practices;
Academic – reading, writing, mathematics proficiency for school age children

Ability to:

Learn and effectively implement behavior modification and intervention methodologies, including ABA fundamentals, district trial training, and any other applicable techniques;
Implement adopted behavior modification plans for assigned students, including data collection;
Communicate clearly and effectively, both orally and in writing;
Employ Non-Violent Crisis Intervention Techniques as appropriate on recurring basis;
Prepare clear, concise and accurate reports, documentation and other written materials.
Exercise sound independent judgment within general policy guidelines;
Use tact and diplomacy when dealing with sensitive, complex and/or confidential issues and situations;
Maintain an appropriate work pace to accomplish an acceptable volume of work.
Adapt quickly to new students and to changes in IEPs
Establish and maintain an effective working relationship with students and staff
Recognize and report safety hazards
Learn, understand, and apply applicable laws, rules, practices, and procedures
Learn to use specialized instructional technologies
Model communication and interaction that respect and include all individuals and their languages, abilities, religions, and cultures
Exercise sound independent judgment within general policy guidelines;

TOOLS/EQUIPMENT

In order to effectively perform the essential functions of the classification, an incumbent is subject to properly operating the following tools/equipment with or without reasonable accommodation and/or on-the-job training upon job entry.

- ✓ Operate a variety of office equipment including personal computers and job-specific software applications, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

ENTRANCE QUALIFICATIONS

Education: Graduation from high school or the equivalent; completion of at least two years of study (48 semester or 60 quarter units) from an accredited college and/or university is highly desirable.

Experience: A minimum of two (2) years of experience working with children with pervasive developmental disorders, emotional disturbance, and/or significant mental health disorders providing behavioral intervention therapy.

Licenses/Certifications/Special Requirements

- ✓ Positions in the job class may be required to participate in Registered Behavior Technician certification program for purposes of receiving the RBT™ credential with the Behavior Analysis Certification Board.
- ✓ Incumbents must obtain a valid First Aid and CPR certificate within the designated probationary period for this classification and ensure the certificate is active at all times of employment.
- ✓ Valid California Class C Driver's License

WORKING CONDITIONS

Physical Demands

Level – Moderate / Performance of position duties/responsibilities is subject to frequent standing, walking, reaching, twisting, turning, kneeling, bending, squatting, and/or stooping, while performing duties requiring *observing and implementing behavioral interventions with students with special needs and behavioral challenges*; position is subject to exercising continuous *manual dexterity* (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate computer equipment and peripherals.

Environment/Hazards

- ✓ Indoor/outdoor school setting
- ✓ Working with students with aggressive behavior

PRE-EMPLOYMENT REQUIREMENTS

- ✓ California Department of Justice fingerprint check
- ✓ Tuberculosis screening
- ✓ Job knowledge/experience based selection tests to assess minimum job competency and placement on the eligibility list established for filling job vacancies in the job class.

DISCLAIMER: This classification description is not a complete statement of essential functions, duties/responsibilities, or requirements. Stated requirements are representative of the minimum technical and behavioral job competency requirements. District Administration reserves the discretion to add or modify typical duties of a position as necessary for effective department/site operation.

PARAPROFESSIONAL SPECIAL EDUCATION SALARY STUDY - MARCH 2018									
DISTRICT	JOB CLASS - INST SUPPORT	SALARY		JOB CLASS - MEDICAL NEEDS	SALARY		JOB CLASS - BEHAVIOR/ABA	SALARY	
CVUSD	Paraprofessional/Spec Ed	\$ 14.90	\$ 18.15	PARAEDUCATOR II (HC/M-S)	15.64	19.08	PARAEDUCATOR III (IBI)	\$ 16.44	\$ 20.09
							w/ behavioral stipend	\$ 16.12	\$ 19.69
Oxnard El SD	Paraeducator II	\$ 16.71	\$ 20.29				Paraeducator 3	\$ 17.11	\$ 20.81
Las Virgenes SD	Paraeducator, Spec Ed	\$ 16.19	\$ 19.98	Paraeducator, Spec Ed	\$ 16.19	\$ 19.98	Paraeducator, Spec Ed II	\$ 17.03	\$ 21.09
Santa Monica Malibu	Paraeducator 1	\$ 14.23	\$ 18.16	Paraeducator 2	\$ 16.07	\$ 20.50	Paraeducator 3	\$ 16.47	\$ 21.02
Oak Park USD	Instructional Assistant I	\$ 14.54	\$ 18.37	Instructional Assistant II	\$ 15.74	\$ 19.94	Instructional Assistant III	\$ 17.72	\$ 22.40
Moorpark SD	Paraeducator	\$ 12.58	\$ 16.86	Paraeducator	\$ 12.58	\$ 16.86	Paraeducator	\$ 12.58	\$ 16.86
Simi Valley USD	Paraeducator I - Spec Ed	\$ 14.22	\$ 17.31	Paraeducator II - Spec Ed	\$ 15.51	\$ 19.00	Paraeducator II - Spec Ed	\$ 15.51	\$ 19.00
Ventura	Paraeducator - Spec Ed	\$ 14.78	\$ 18.50	Paraeducator - Spec Ed	\$ 14.78	\$ 18.50	Paraeducator IBI	\$ 14.78	\$ 18.50
Ventura County OED	ParaEducator	\$ 14.69	\$ 18.31	ParaEducator	\$ 14.69	\$ 18.31	ParaEducator	\$ 14.69	\$ 18.31
Centinela Valley UHSD	Instructional Aide	\$ 16.13	\$ 19.59	Instructional Aide	\$ 16.13	\$ 19.59	Behavior Management Aide	\$ 16.12	\$ 21.06
Santa Paula USD	IA Special Education	\$ 16.96	\$ 20.62	IA Specialized Health Needs	\$ 18.24	\$ 22.19	IA Severely Disabled	\$ 16.96	\$ 20.62
Parajo Valley USD	IA Mild/Moderate						Behavior Technician	\$ 17.81	\$ 22.73
							IA Moderate Severe		
Fountain Valley SD									
	AVERAGE	\$ 15.36	\$ 18.87	AVERAGE	\$ 15.87	\$ 19.52	AVERAGE	\$ 15.98	\$ 20.04
	MEDIAN	\$ 14.78	\$ 18.50	MEDIAN	\$ 15.51	\$ 19.00	MEDIAN	\$ 15.82	\$ 19.81
	CVUSD Pay Percentile	57%	22%	CVUSD Pay Percentile	45%	39%	CVUSD Pay Percentile PROPOSED	49%	37%
JOB CLASS - INST SUPPORT	Assists a teacher, specialist or therapist in providing instructional and behavior support to individual or small groups of special education students to enhance learning. Monitors and reports student progress regarding behavior and academic performance. Assists students in developing various self-help skills, including hygiene, eating, social, community and leisure/recreational skills								
JOB CLASS - MEDICAL NEEDS	Assist in implementing instructional education programs for students with severe/multiple disabilities; assist in meeting unique needs which may include feeding, toileting, positioning and monitoring health conditions of students with medical difficulties. which may include G-tube feeding, catheterization, general ostomy care, and tracheostomy								
JOB CLASS - BEHAVIOR/ABA	Assist educators in providing intensive behavior intervention (as well as academic and other support) to individual or small groups of students with special needs and identified disabilities, in general or special education environments; utilize knowledge of applied behavior analysis and methodology; prepare instructional materials;								

To: Personnel Commission
From: Marina Mihalevsky, Director, Classified Personnel
Date: April 24, 2018 (First Reading/Information)

SUBJECT: PERSONNEL COMMISSION BUDGET, FISCAL YEAR 2018-2019

Issue:

The Personnel Commission must adopt a budget for its operation for the 2018-2019 fiscal year.

Background:

Education Code §45253 provides that the Personnel Commission shall prepare an annual budget and hold a public hearing on its adoption, no later than May 30th of each year. As required, the Commission staff will forward a copy of the proposed budget to the governing board indicating the time, date, and place of the public hearing as a means of providing the Board and the District staff an opportunity to voice their views. Following the public hearing, the adopted budget is submitted to the County Superintendent of Schools for approval. Following approval by the County Superintendent of Schools, one copy of the adopted budget will be returned to the Personnel Commission and one copy to the District, and shall be included by the Governing Board in the regular budget of the District.

Attachment 1 presents a worksheet that reflects the Personnel Commission's adopted financial figures for 2017-2018, projected actual expenses for 2017-2018, and projected operating costs for 2018-2019 fiscal year.

Proposal I is a budget proposal which reflects an increase over the 2017-2018 adopted figures based on the following key changes:

- Step advancement for two (2) employees in accord with CSEA Contract of Agreement and/or Personnel Commission rules.
- An increase in the CalPERS employer contribution rate from 15.80% to 18.062%;
- An increase from \$15,128 to \$16,641 for each employee's health insurance package;

Staff recommends that the public hearing on the budget and its adoption be held at the regular Personnel Commission meeting on May 16, 2018, at 5:00 p.m., at the District Office, with the location to be announced at the time of making the public hearing announcement posting.

Alternatives:

1. Approve the scheduling of the public hearing on the adoption of the 2018-2019 Personnel Commission budget in accordance with Education Code Sections §45253 on Wednesday, May 16, 2018, 5:00 p.m., District Office, Building B – Conf Rm B2.
2. Approve and schedule the date/time/location of the public hearing on the adoption of the 2018-2019 Personnel Commission budget in accordance with Education Code Sections §45253 on Date/Time – to be determined, Place – to be determined.

Recommendation:

Approve alternative #1

Rationale:

The Personnel Commission is required to hold a public hearing on the budget adoption no later than May 30, 2018. Notice of the public hearing will be forwarded to the Board of Education.

Respectfully submitted,

Marina Mihalevsky
Director, Classified Personnel

MM
Attachments

Agenda Report 5.2/5.3

PERSONNEL COMMISSION YEAR BUDGET		FISCAL	Adopted 2017- 2018	Expensed to Date 2017-2018	Projected Actual 2017-2018	Proposed 2018- 2019	Difference
2000 CLASSIFIED SALARIES-1							
2300	Administrative Personnel		\$ 123,001	\$ 94,550	\$ 126,067	\$ 126,067	\$ -
	Commission Members-2		\$ 2,000	\$ 1,350.00	\$ 1,650	\$ 2,000	\$ -
2400	HR Analyst/HR Specialist		\$ 65,065	\$ 50,209	\$ 67,633	\$ 73,792	\$ 6,159.00
	HR Technician		\$ 47,696	\$ 36,869	\$ 49,389	\$ 51,408	\$ 2,019.00
	out-of-class/limited term relief					\$ 4,000	\$ 4,000.00
2900	Other- proctors		\$ 3,750	\$ 2,018	\$ 3,000	\$ 3,750	\$ -
	Sub-Total		\$ 241,512	\$ 184,996	\$ 247,739	\$ 261,017	\$ 12,178.00
3000 EMPLOYEE BENEFITS							
3100	Certificated Employee Retirement						
3200	PERS		\$ 37,250.36	\$ 28,232.00	\$ 37,811.00	\$ 45,383.85	\$ 8,133.49
3300	OASDI & Medicare		\$ 18,035.77	\$ 13,985.00	\$ 19,088.00	\$ 19,221.93	\$ 1,186.15
3400	Health & Welfare Benefits		\$ 90,768.00	\$ 68,076.00	\$ 90,768.00	\$ 99,846.00	\$ 9,078.00
3500	SUI		\$ 119.76	\$ 92.83	\$ 127.00	\$ 127.51	\$ 7.75
3600	Worker's Compensation		\$ 4,143.55	\$ 3,260.00	\$ 4,390.00	\$ 4,411.79	\$ 268.24
3700	Retirement		\$ 140.63				\$ (140.63)
3800	PERS Reduction						\$ -
3900	Other Benefits						\$ -
	Sub-Total		\$ 150,458	\$ 113,646	\$ 152,184	\$ 168,991	\$ 18,533.01
4000 SUPPLIES							
4300	Other Supplies						
	Literature, Periodicals						
	Office Supplies		\$ 250			\$ 250	\$ -
	Examinations Purchase						
	Printing & Forms		\$ 250			\$ 250	\$ -
	Postage						
	Other						
4400	Non-Capitalized Equipment		\$ 7,000	\$ 7,000	\$ 8,050	\$ 8,050	\$ 1,050
	Sub-Total		\$ 7,500	\$ 7,000	\$ 8,050	\$ 8,550	\$ 1,050
5000 SERVICES & OTHER OPERATING EXPENSES							
5200	Travel & Conference						
	Mileage (local)		\$ 4,020	\$ 3,015	\$ 4,020	\$ 4,020	\$ -
	Expense Allowance		\$ 500			\$ 500	\$ -
	Conference		\$ 2,000	\$ 700	\$ 1,000	\$ 2,000	\$ -
5300	Dues & Membership		\$ 3,200	\$ 3,190	\$ 3,190	\$ 3,200	\$ -
5500	Utilities & Housekeeping						
5600	Rentals, Leases & Repairs						
5700	District Cost Transfer						
5800	Other Services and Operating Expenses						
	Advertising						
	Salary Classification Surveys						
	Physical Examination						
	Fingerprinting						
	Other Recruitment Expense						
	Legal Expenses		\$ 3,000	\$ -	\$ -	\$ 3,000	\$ -
	Contracted Testing						
	Contracted Personnel Services						
	Other						
5900	Communications						
	Telephone/Fax						
	Postage		\$ 200			\$ 200	\$ -
	Other						
	Sub-Total		\$ 12,920	\$ 6,905	\$ 8,210	\$ 12,920	\$ -
6000 EQUIPMENT							
6400	New Equipment						
	Office Furniture						
	Office Equipment		\$ 1,000	1184	1184	1000	\$ -
	Other						
6500	Equipment Replacement						
	Sub-Total		\$ 1,000	\$ 1,184	\$ 1,184	\$ 1,000	\$ -
			ADOPTED 2016-17	EXPENSE TO DATE 2016-2017	PROJECTED ACTUAL 2016-2017	PROPOSED 2017-18	DIFFERENCE 1617 TO 1718
	Annual PC Budget		\$ 413,390	\$ 313,731	\$ 417,367	\$ 452,478	\$ 31,761