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Enactment Date	

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date December 11, 2024

Subject Creation/Revision of Job Description - Named Positions - Talent/Human Resources

Action Requested Adoption by the Board of Education of Resolution No. 2425-0066
Creation of Job Description – Paraeducator, Young Adult Program and
Revision of Job Description - Paraeducator, Special Education and
Transitional Kindergarten.

Creation:

1. Paraeducator, Young Adult Program

Revision:

2. Paraeducator, Special Education and Transitional Kindergarten

Discussion A job description must be created or revised for every new position classification to clearly define the scope and expectations of the role. This document serves as a comprehensive outline of the tasks, duties, and responsibilities assigned to the position. It highlights the essential functions, delineates the qualifications and skills required, and establishes the position's role within the organizational structure, including its union representation.

The information provided below regarding the salary range and fiscal impact of the position is for informational purposes only. Approval of this resolution does not authorize the addition of a funded full-time equivalent (FTE) position to the District's budget. Departments seeking to allocate funding for the approved position classification must undergo a separate budget approval process. This process, including justification and fiscal analysis, would be presented to the Board of Education for review and authorization separate from this approval process.

Position Creation:

The Talent Division recommends approval of the following new job description: **Paraeducator, Young Adult Program.**

Position Title	Paraeducator, Young Adult Services
Classification Category	Classified
Bargaining Unit	AFSCME
Work Year	202
Work Month	10
Work Hours	7.5 (or as assigned)
Salary Schedule	PARAVOC [Para Vocational]
FLSA Status	Non-Exempt
Department	Special Education [Young Adult Program]
Classification Established	December 2024
Date(s) Revised	
Current Salary Range (full-time)	\$31,106.66 - \$51,221.92

Details of Creation:

This position classification will address the unique needs and requirements of paraeducators supporting the District’s Young Adult Program, ensuring alignment with programmatic demands. The Young Adult Program provides specialized services to young adult students with Individualized Education Programs (IEPs). The program emphasizes supporting students in achieving independence, transitioning to adulthood, and acquiring life skills. Currently, paraeducators supporting this program are classified under the Paraeducator, Special Education position, which does not fully capture the unique work year and specialized duties required of these roles.

To address this discrepancy, the District has met and conferred with the representative union and proposes creating the Paraeducator, Young Adult Program classification. This classification reflects the distinct work conditions, responsibilities, and compensation needed to meet the demands of the Young Adult Program.

Position Revision:

The Talent Division recommends approval of the following job description revision: **Paraeducator, Special Education and Transitional Kindergarten**

Position Title	Paraeducator, Special Education and Transitional Kindergarten
Classification Category	Classified
Bargaining Unit	AFSCME
Work Year	202

Work Month	10
Work Hours	7.5 (or as assigned)
Salary Schedule	PARA [Para]
FLSA Status	Non-Exempt
Department	Special Education and School Sites with Transitional Kindergarten classrooms
Classification Established	April 2015
Date(s) Revised	December 2024
Current Salary Range (full-time)	\$28,278.78 - \$46,565.38

Details of Revision:

The Paraeducator, Special Education position is being revised to encompass the inclusion of paraeducators supporting students in transitional kindergarten (TK) classrooms. This adjustment reflects the unique developmental and educational needs of transitional kindergarten students and aligning with the state's early childhood education goals.

Transitional kindergarten serves as a bridge between preschool and traditional kindergarten. This age range encompasses children who are often at varying stages of physical, social-emotional, and cognitive development. As such, TK classrooms require tailored support to ensure a safe, inclusive, and effective learning environment.

TK students often require more individualized attention to engage in classroom activities, develop foundational skills, and navigate the routines of a structured educational setting. Paraeducators provide small-group and one-on-one instructional support to meet these developmental milestones under the direction of the classroom teacher. In addition, many TK students are still developing self-sufficiency in toileting. Paraeducators are essential in providing appropriate assistance, ensuring students' hygiene needs are met with dignity and care while supporting their transition toward independence. This assistance is critical for maintaining a positive classroom environment and minimizing disruptions to learning.

Expanding the role of the Paraeducator, Special Education position to include transitional kindergarten classrooms ensures alignment with the specific needs of this age group. It also reflects the District's commitment to early childhood education and compliance with California's requirements for TK classrooms, which are mandated to provide appropriate staffing to meet developmental and academic goals.

Fiscal Impact:

The creation of the new job classification Paraeducator, Young Adult Program and the revision of the existing Paraeducator, Special Education classification to include transitional kindergarten support will not have a fiscal impact at this time.

For the Paraeducator, Young Adult Program classification, current employees working within the Young Adult Program under the Paraeducator, Special Education classification will be transitioned to the new classification title. This change reflects the specialized duties and work year associated with the Young Adult Program, aligning the job classification with the work being performed. There is no request for additional Full-Time Equivalent (FTE) positions in the Young Adult Program at this time, as this action is limited to reclassification and does not involve creating or funding new roles.

For the Paraeducator, Special Education classification revision, the Early Childhood Education department may collaborate with school sites to explore adding paraeducators to transitional kindergarten (TK) classrooms. These adjustments would address specific support needs in TK classrooms, such as toileting and developmental assistance, as part of planned budgetary changes. Any additional positions would follow the District's budget development and position control processes.

It is important to emphasize that Board approval at this time pertains only to the creation and revision of these classifications. Approval of additional positions would require a separate process through budget development and position control, ensuring proper alignment with available funding and organizational priorities.

This classification action ensures compliance with operational needs while maintaining fiscal responsibility and alignment with established procedures.

Recommendation

Adoption by the Board of Education of Resolution No. 2425-0066
Creation of Job Description – Paraeducator, Young Adult Program and
Revision of Job Description - Paraeducator, Special Education and
Transitional Kindergarten.

Creation:

1. Paraeducator, Young Adult Program

Revision:

2. Paraeducator, Special Education and Transitional Kindergarten

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2425-0066**

- Creation/Revision of Job Description - Named Positions - Talent/Human Resources -

WHEREAS, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

WHEREAS, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

WHEREAS, the job descriptions aligns with the District’s priority of a Full Service Community School District and to enhance service our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines that the following positions are created as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., December 12, 2024, as follows:

Creation:

Position Title	Paraeducator, Young Adult Services
Classification Category	Classified
Bargaining Unit	AFSCME
Work Year	202
Work Month	10
Work Hours	7.5 (or as assigned)
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Department	Special Education [Young Adult Program]
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Date(s) Revised	
Current Salary Range (full-time)	\$31,106.66 - \$51,221.92

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Bargaining Unit	AFSCME
Work Year	202
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Work Hours	7.5 (or as assigned)
Salary Schedule	PARA [Para]

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It is important to emphasize that Board approval at this time pertains only to the creation and revision of these classifications. Approval of additional positions would require a separate process through budget development and position control, ensuring proper alignment with available funding and organizational priorities.

This classification action ensures compliance with operational needs while maintaining fiscal responsibility and alignment with established procedures.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of the job description as so stated above.

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on December 11, 2024.

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	24-3036
Introduction Date:	12/11/2024
Enactment Number:	
Enactment Date:	
By:	

Benjamin Davis
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education



TALENT DIVISION

Job Classification Creation/Modification Approval Form

TALENT DIVISION

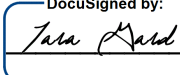
This position has been thoroughly reviewed by Human Resources and is confirmed to align with the organization's needs. Furthermore, it complies with current district policies and is appropriately classified within the correct salary grade/range.

Position Title:	Paraeducator, Young Adult Program
Department/Division:	Special Education Young Adult Program (YAP)
FLSA Status:	Non-Exempt
Salary Schedule:	PARA [Paraeducator]
Representation:	American Federation of State, County and Municipal Employees (AFSCME)
Action:	<input checked="" type="checkbox"/> New Job Description <input type="checkbox"/> Revised Job Description <input type="checkbox"/> Position reclassification

Attachments (Check all that apply):

- Draft Job Description
- Current Job Description (if applicable)
- Supporting Documentation

Talent Representative Name: Tara Gard **Title:** Chief Talent Officer

Signature:  **Date:** 12/6/2024

LABOR RELATIONS

This position has been reviewed by Labor Relations to evaluate potential impacts and ensure alignment and consistency with applicable labor agreements.

Confirm the determination of bargaining unit is consistent with bargaining union charter:

[Bargaining Unit Determination: AFSCME]

Meet & Confer held with appropriate bargaining unit:

[Date(s) held: 11/6/24]

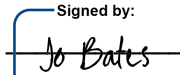
Labor Representative Name: Gia White **Title:** Labor Relations Coordinator

Signature:  **Date:** 12/6/2024

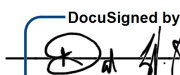
UNION

This position has been reviewed by the designated union representative to ensure compliance with the terms and conditions outlined in the applicable collective bargaining agreements.

Union Representative Name: Jo Bates **Title:** Business Agent

Signature:  **Date:** 12/6/2024

Union Representative Name: DANA WOOD **Title:** AFSCME PRESIDENT

Signature:  **Date:** 12/6/2024

Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

JOB DESCRIPTION

POSITION DETAILS	
Position Title	Paraeducator, Young Adult Services
Classification Category	Classified
Bargaining Unit	American Federation of State, County and Municipal Employees (AFSCME)
Work Year	202
Work Month	10
Work Hours	7.5 (or as assigned)
Salary Schedule	PARAVOC [Para Vocational]
FLSA Status	Non-Exempt
Department	Special Education [Young Adult Program]
Classification Established	December 2024
Date(s) Revised	

POSITION SUMMARY [BASIC FUNCTION]

Under the direction of the assigned supervisor, assist a certificated teacher in providing instruction, provides a variety of career, collegiate, and vocational opportunities to post-secondary school students with disabilities, and works with students at on-the-job training sites, to assist students in learning vocational, social, and independent living skills. Assist students with meeting the goals and objectives of their Individualized Education Plan (IEP); attend to the physical health needs of students; monitor and report student progress regarding educational performance; perform a variety of clerical and supportive duties related to classroom activities and classroom management.

ESSENTIAL DUTIES

(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

- Work directly with the teacher, school career counselor, transition teacher, administration, and students to create a plan for career exploration and experiences.
- Assist students with community college class work assignments, and when needed, adapt and accommodate assignments according to the student’s academic level.
- Provide individual and group work-readiness skills training to students in areas including resume development, interview skills, networking, and employer expectations.
- Coach and teach independent living skills, positive work attitudes, developing initiative, motivation.
- Provide technical support and training to students to become efficient with budgeting, using their bank debit card, cell phone, computer, and other technical devices consistent with developing independent living skills.
- Provide training and job coaching as needed in community-based work environments by assisting employers with the orientation of students to work methods, specific assignments, work rules, and providing scaffolding in preparation for fading support.
- Work with students and employers to identify student strengths and needs as related to vocational skills, job accommodations, and solutions to employment barriers.
- Train students to travel independently to and from home, job sites, and other program activities in the community.
- Initiate discussions with students regarding post-secondary career, educational and independent living options and goals, and may assist with linkages to community agencies and resources.
- Support students in appropriate work environments and accompany students to job sites or transition activities. Meet with employers to work out problems/challenges with young adult students as needed.
- Apply systematic training skills to students in performing their jobs effectively and meet with students and

team on a periodic basis to review progress toward vocational goals.

- Assist students with becoming aware of personal appearance and developing personal care self-sufficiency. Observe and document student behavior in the community or job site and reinforce acceptable behavior.
- Collect data on student progress and performance in accordance with the Individualized Transition Plan goals and activities, and report findings to teachers.
- Administer career assessments and maintain documentation for student progress toward goals. Maintain records of hours and funds expended for work-based learning programs.
- Develop strong, positive relationships in the community to create on-going employment opportunities for our young adult students.
- Build trust and frequent communication with a network of students to help facilitate positive relationships.
- Assist a certificated teacher in providing instruction to students in an assigned college classroom, program, or community setting; assist students with meeting the goals and objectives including students with IEPs.
- Read IEP goals to support instruction to maximize student progress when trained by appropriate staff.
- Read and understand Behavior Intervention Plans (BIP) to effectively implement the plan to maintain a safe learning environment when trained by appropriate staff.
- Communicate professionally with other staff and parents, both written and verbal, to provide seamless and transparent communication between all parties.
- Implement, under direction of teacher, lesson plans, student schedules; assist individuals or small groups of students, reinforcing instruction as directed by the teacher; monitor and oversee student drills, practices and assignments for the purpose of presenting and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Perform a variety of clerical duties such as preparing, typing and duplicating instructional materials, scoring papers and recording grades; assist in keeping attendance; prepare and maintain student files as assigned.
- Provide support to the teacher by setting up work areas and displays, operating audio-visual equipment, and distributing and collecting papers, supplies and materials; confer with teachers concerning programs and materials to meet student needs.
- Administer, monitor and score a variety of tests and assignments to comply with established test criteria and provide a reliable testing environment; rephrase materials and explain instructions and words.
- Assist students in developing self-help, social and communication skills as assigned.
- Assure the health and safety of students by following health and safety practices and procedures. Assist with the loading and unloading of students on and from buses and automobiles.
- Assist with the transportation of students; position and reposition students requiring the use of medical equipment, wheelchairs, braces, and other orthopedic equipment; make minor adjustments on lifting and other equipment as necessary; assure the safe use and operation of wheelchairs, prosthetic devices and other equipment.
- Assist students with washing, toileting (may include lifting on and off toilet), diapering, dressing and undressing, grooming and other activities necessary for maintaining personal hygiene and neatness.
- Assist in monitoring mealtime procedures, including feeding and cleaning.
- Provide basic first aid and specialized health care as needed and directed, including administering Diastat when trained by appropriate staff.
- Physical intervention may be necessary to ensure safety, using approved de-escalation techniques to support students experiencing behavioral challenges.
- Assist in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting students to switch to functionally equivalent replacement behavior and debriefing during the school day.
- Respond to emergency situations to ensure immediate resolution to safety concerns by appropriate personnel.
- Assist with the supervision of students in and outside the classroom, across program activities, and in community settings by helping students with physical needs, maintain discipline and reinforcing learning situations.
- Operate a variety of office, instructional and audio-visual equipment as assigned; provide technical assistance in the operation and maintenance of specialized instructional equipment as assigned.
- Maintain basic knowledge of computers including Microsoft Office.
- Assist with data collection; take data on IEP goals and determine when a student has reached a benchmark to ensure continued and ongoing student progress when trained by appropriate staff.
- Work as part of a team of professionals for the betterment of the special education programs and site as a whole. Help keep classrooms and other school facilities neat, clean, orderly and safe.
- Maintain confidentiality of student records and information.

- Adhere to site and department codes of conduct.
- Participate in staff meetings, professional development and attend various in-service meetings to acquire and/or convey information relative to job functions to support and maintain an effective educational environment.
- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

Required qualifications

- A high school diploma or equivalent, and
- One of the following:
 - Associates degree (or higher)
 - 48 or more college units
 - Pass a local test assessment of knowledge and skills in assisting in instruction as determined by the District and state requirements (example: ParaPro, CBEST, CODESP)
- One year of experience working with children, young adults, or adults with disabilities in a classroom or vocational setting
- Possess and maintain a valid First Aid Certificate and CPR Certificate
- Successfully obtain certification through the district-provided behavioral emergency training program within ninety (90) days of hire
- Valid California driver's license (if applicable)

Preferred qualifications

- Relevant training or coursework in child growth and development, instructional technology or closely related field
- Experience attending to students with physical needs.

KNOWLEDGE & ABILITY

- **Knowledge of:**
 - Special needs and requirements of special education students
 - Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools
 - Positive reinforcement systems and behavioral strategies to maintain safe learning environments
 - The 13 disability categories outlined in California Education Code and how they affect students' ability to access education
 - Current District curriculum and school instructional programs in assigned area including instructional methods and techniques
 - Basic concepts of child growth and development and developmental behavior characteristics.
 - Methods, techniques and procedures for lifting and moving children and young adults who have behavioral, and/or learning disabilities needing assistance
 - Child guidance principles and practices
 - Subjects taught in District schools, including arithmetic, grammar, spelling, language and reading
 - Safe practices in classroom and playground activities
 - Effective pedagogy for ethnic populations, English, and Standard English Learners
 - Applicable federal, state, and District codes, regulations, policies and procedures governing work scope planning, organization and coordination needed for assigned program
 - Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students
 - Basic record-keeping techniques
 - Classroom procedures and appropriate student conduct including effective student management techniques
 - Problems and concerns of disabled and/or at-risk students
 - Safe contact with bodily fluids, blood-borne pathogens, and communicable diseases
 - Correct English usage, grammar, spelling, and punctuation
 - Technology and computer software applications relative to instruction, administration, and education
 - Accepted record keeping and reporting methods and strategies
 - Operation of office, instructional and audio-visual equipment
 - Computer software, hardware, and related technology
- **Ability to:**
 - Maintain active certification through the district-provided behavioral emergency training program throughout employment

- Work effectively with students with disabilities, teachers, parents, employers, school personnel, community groups and the public.
- Utilize various forms of assessment to guide and design instruction
- Establish and maintain professional and collaborative working relationships with members of a diverse community, including employers, students, school staff, and outside agencies.
- Work independently with minimal direction.
- Determine basic skills required to perform specific jobs.
- Communicate programs and services available and facilitate discussions in individual and small group settings.
- Interpret, apply and explain rules and regulations governing student employment and vocational job placement.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Reinforce instruction to individual or small groups of students as directed by the teacher
- Reinforce instruction to students with disabilities, communication, and behavioral problems
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs
- Add, subtract, multiply and divide quickly and accurately
- Understand and follow oral and written directions
- Learn the procedures, functions and limitations of assigned duties
- Assist disabled students in areas related to activities of daily function, such as feeding, toileting, exercises, and positioning
- Remain calm and exercise judgment in dealing with emergencies and special health needs
- Gather data and prepare reports, as directed
- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public
- Work independently with appropriate direction and follow established policies and practices
- Work confidentially and with discretion
- Communicate effectively in the English language, both orally and in writing
- Analyze situations accurately and adopt an effective course of action
- Supervise and discipline students according to approved policies and procedures
- Learn and use technology and computer software applications as appropriate to the work environment
- Use tact, patience, and courtesy when dealing with people, and discretion in handling of confidential records
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Use initiative and judgment in discussing problems involving practices and policies with the public and District staff
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California in accordance with assigned duties
- Qualify for a Standard First Aid and CPR certificate
- Apply integrity and trust in all situations
- Operate personal computer, related software, and other office equipment.

WORKING CONDITIONS

In this role, the paraeducator will work in a dynamic and supportive special education environment with students with disabilities and/or students in transitional kindergarten classrooms who may have diverse needs, including cognitive, physical, behavioral, and emotional challenges. The working conditions will involve:

Environment:

- Work primarily in a classroom or specialized resource room setting, though responsibilities may also extend to supporting students in other environments such as vocational training sites, community-based programs, or outdoor areas for supervised activities
- Work with students experiencing significant emotional, social, and communication challenges requiring the ability to manage stressful situations calmly and empathetically while maintaining a positive and encouraging approach to student support
- Driving a vehicle to conduct work, if applicable
- Fast-paced work environment including constant interruptions
- Potential contact with blood and other body fluids and communicable diseases.

Physical Requirements:

- This role involves regular physical activity, including lifting (up to 50 pounds or greater than 50 pounds with assistance), moving, and assisting students who may need support with mobility and physical tasks.

- Constant mental alertness
- Frequent bending, stooping, kneeling, and standing for extended periods are required, as well as guiding or positioning students as needed for instructional activities.
- Working on uneven terrain, play yards and school grounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally
- Providing personal care and hygiene tasks, which may involve lifting or positioning students with physical disabilities.
- Dexterity of both hands and fingers while performing duties
- Seeing to read, write, monitor students, use a computer, use educational materials, books and other printed materials with or without vision aides
- Hearing and speaking in audible tones to exchange information in normal classrooms, outdoors, in person or on the telephone

The position demands a high level of physical endurance and adaptability, with a focus on maintaining a safe, accessible, and supportive learning environment for students with diverse needs.

NON-DISCRIMINATION POLICY

The Oakland Unified School District does not discriminate in any program, activity, or employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

2024-25 Salary Schedule

Schedule: PARAVOC - Paraeducator Vocational

Days: 202

Months: 10

Hours/Day: 7.5

Bargaining Unit: AFSCME



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Range	*	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
1	A	\$31,106.66	\$32,658.91	\$34,288.03	\$35,993.98	\$37,822.87	\$39,714.00	\$41,699.72	\$43,784.70
	M	\$3,110.67	\$3,265.89	\$3,428.80	\$3,599.40	\$3,782.29	\$3,971.40	\$4,169.97	\$4,378.47
	D	\$153.99	\$161.68	\$169.74	\$178.19	\$187.24	\$196.60	\$206.43	\$216.76
	H	\$20.53	\$21.56	\$22.63	\$23.76	\$24.97	\$26.21	\$27.52	\$28.90
2	A	\$32,350.91	\$33,965.27	\$35,659.55	\$37,433.74	\$39,335.78	\$41,302.58	\$43,367.71	\$45,536.07
	M	\$3,235.09	\$3,396.53	\$3,565.96	\$3,743.37	\$3,933.58	\$4,130.26	\$4,336.77	\$4,553.61
	D	\$160.15	\$168.14	\$176.53	\$185.32	\$194.73	\$204.47	\$214.69	\$225.43
	H	\$21.35	\$22.42	\$23.54	\$24.71	\$25.96	\$27.26	\$28.63	\$30.06
3	A	\$33,644.95	\$35,323.88	\$37,085.92	\$38,931.07	\$40,909.22	\$42,954.67	\$45,102.41	\$47,357.52
	M	\$3,364.50	\$3,532.39	\$3,708.59	\$3,893.11	\$4,090.92	\$4,295.47	\$4,510.24	\$4,735.75
	D	\$166.56	\$174.87	\$183.59	\$192.73	\$202.52	\$212.65	\$223.28	\$234.44
	H	\$22.21	\$23.32	\$24.48	\$25.70	\$27.00	\$28.35	\$29.77	\$31.26
4	A	\$34,990.75	\$36,736.84	\$38,569.37	\$40,488.33	\$42,545.57	\$44,672.86	\$46,906.51	\$49,251.83
	M	\$3,499.08	\$3,673.68	\$3,856.94	\$4,048.83	\$4,254.56	\$4,467.29	\$4,690.65	\$4,925.18
	D	\$173.22	\$181.87	\$190.94	\$200.44	\$210.62	\$221.15	\$232.21	\$243.82
	H	\$23.10	\$24.25	\$25.46	\$26.72	\$28.08	\$29.49	\$30.96	\$32.51
5	A	\$36,390.39	\$38,206.31	\$40,112.14	\$42,107.86	\$44,247.40	\$46,459.77	\$48,782.76	\$51,221.92
	M	\$3,639.04	\$3,820.63	\$4,011.21	\$4,210.79	\$4,424.74	\$4,645.98	\$4,878.28	\$5,122.19
	D	\$180.15	\$189.14	\$198.57	\$208.45	\$219.05	\$230.00	\$241.50	\$253.57
	H	\$24.02	\$25.22	\$26.48	\$27.79	\$29.21	\$30.67	\$32.20	\$33.81

The first Salary increase for new hires on this salary schedule will be after six (6) full calendar months of active service. After that increase, employee will receive one step increase until top step is reached.

Individual calculations will vary due to various work calendars and schedules.

Due to rounding in the automated payroll system, some rates shown on this schedule may not be exact.



TALENT DIVISION

Job Classification Creation/Modification Approval Form

TALENT DIVISION

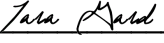
This position has been thoroughly reviewed by Human Resources and is confirmed to align with the organization's needs. Furthermore, it complies with current district policies and is appropriately classified within the correct salary grade/range.

Position Title:	Paraeducator, Special Education and Transitional Kindergarten
Department/Division:	Special Education and School Sites with Transitional Kindergarten classrooms
FLSA Status:	Non-Exempt
Salary Schedule:	PARA [Paraeducator]
Representation:	American Federation of State, County and Municipal Employees (AFSCME)
Action:	<input type="checkbox"/> New Job Description <input checked="" type="checkbox"/> Revised Job Description <input type="checkbox"/> Position reclassification

Attachments (Check all that apply):

- Draft Job Description
- Current Job Description (if applicable)
- Supporting Documentation

Talent Representative Name: Tara Gard **Title:** Chief Talent Officer

Signature:  **Date:** 12/6/2024
DocuSigned by: CECDD76CDAC4B1...

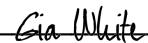
LABOR RELATIONS

This position has been reviewed by Labor Relations to evaluate potential impacts and ensure alignment and consistency with applicable labor agreements.

Confirm the determination of bargaining unit is consistent with bargaining union charter:
[Bargaining Unit Determination: AFSCME]

Meet & Confer held with appropriate bargaining unit:
[Date(s) held: 11/6/24]


Labor Representative Name: Gia White **Title:** Labor Relations Coordinator

Signature:  **Date:** 12/6/2024
DocuSigned by: AEC5B0CCAE3D4B0...


UNION

This position has been reviewed by the designated union representative to ensure compliance with the terms and conditions outlined in the applicable collective bargaining agreements.

Union Representative Name: Jo Bates **Title:** Business Agent

Signature:  **Date:** 12/6/2024
Signed by: C47982850D5D498...

Union Representative Name: DANA WOOD **Title:** AFSCME PRESIDENT

Signature:  **Date:** 12/6/2024
DocuSigned by: 7C83F5376FF6498...

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Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

JOB DESCRIPTION

POSITION DETAILS	
Position Title	Paraeducator, Special Education and Transitional Kindergarten
Classification Category	Classified
Bargaining Unit	American Federation of State, County and Municipal Employees (AFSCME)
Work Year	202
Work Month	10
Work Hours	7.5 (or as assigned)
Salary Schedule	PARA [Paraeducator]
FLSA Status	Non-Exempt
Department	Special Education and/or Transitional Kindergarten classrooms at school sites
Classification Established	April 2015
Date(s) Revised	December 2024

POSITION SUMMARY [BASIC FUNCTION]

Under the direction of an assigned supervisor, assist a certificated teacher in providing instruction to individuals or small groups of students in an assigned educational program. This includes working with students with special education needs or transitional kindergarten students in transitional kindergarten classrooms. Support children in meeting the goals and objectives of their Individualized Education Plan (IEP) or other developmental milestones; attend to the physical and health needs of students as necessary; monitor and report student progress regarding educational performance; and perform a variety of clerical and supportive duties related to classroom activities and classroom management.

This position is distinguished from other student support roles in that, in addition to providing instructional support under the guidance of a certificated teacher, employees in these positions are primarily responsible for physical and health-related duties to enable students with disabilities or transitional kindergarten students to have equal educational opportunities. Responsibilities include assisting with basic health and developmental needs, as trained, and supporting the classroom teacher in creating, setting up, and maintaining engaging, developmentally appropriate academic environments.

This position may be used as a step towards further professional development opportunities as an Instructional Support Specialist and/or certificated position.

ESSENTIAL DUTIES

(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

- Assist a certificated teacher in providing instruction to students (in Pre-K through Young Adult) in an assigned classroom or program including, but not limited to Special Day Class (SDC) or other programs
- Assist students with disabilities to meet the goals and objectives included in their IEP.
- Read IEP goals to support instruction to maximize student progress when trained by appropriate staff.
- Communicate with teachers and/or parents as may be required to assist in evaluating progress and/or implementing IEP objectives.
- Implement classwide and individual behavior strategies to effectively maintain a safe learning environment when trained by appropriate staff, when needed.
- Communicate professionally with other staff and parents, both written and verbal, to provide seamless and transparent communication between all parties.

- Implement lesson plans under the direction of the teacher; assist individuals or small groups of students by reinforcing instruction as directed by the teacher. Monitor and support students during drills, practice activities, and assignments to reinforce learning concepts and help students achieve academic goals and meet grade-level standards.
- Assist students with washing, toileting (may include lifting on and off toilet), diapering, dressing and undressing, grooming and other activities necessary for maintaining personal hygiene and neatness.
- Implement plans to assist transitional kindergarten students to move towards toileting independence.
- Assist transitional kindergarten teachers in collecting data for assessments.
- Assist with the transportation of students; position and reposition students requiring the use of medical equipment, wheelchairs, braces, and other orthopedic equipment; make minor adjustments on lifting and other equipment as necessary; assure the safe use and operation of wheelchairs, prosthetic devices and other equipment.
- Assist with the loading and unloading of students on and from buses, automobiles, wheelchairs, stretchers and gurneys.
- May volunteer, on an annual basis, to be trained to administer Diastat and will administer Diastat as needed. May also volunteer to perform medical procedures when trained and supervised by appropriate staff.
- Provide basic first aid and specialized health care as needed and directed
- Assure the health and safety of students by following health and safety practices and procedures.
- Assist the teacher in monitoring, motivating and training students with disabilities; observe and manage behavior of students according to approved procedures; report progress regarding student performance and behavior; follow the behavior intervention plan.
- Perform a variety of clerical duties such as preparing, typing and duplicating instructional materials, scoring papers and recording grades; assist in keeping attendance; prepare and maintain student files as assigned.
- Provide support to the teacher by setting up work areas and displays, operating audio-visual equipment, and distributing and collecting papers, supplies and materials; confer with teachers concerning programs and materials to meet student needs.
- Administer, monitor and score a variety of tests and assignments to comply with established test criteria and provide a reliable testing environment; rephrase materials and explain instructions and words.
- Assist students in developing self-help, social and communication skills as assigned.
- Notify immediately appropriate personnel and agencies, and follow established procedures when there is reasonable suspicion of substance abuse, child neglect, severe medical or social conditions or potential suicide.
- Assist in monitoring lunchroom activities and mealtime procedures, including feeding and cleaning.
- Assist in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting a student to switch to functionally equivalent replacement behavior and debriefing during the school day.
- Respond to emergency situations to ensure immediate resolution and appropriate documentation of safety concerns by appropriate personnel.
- Assist with the supervision of students in and outside the classroom, recess and other playground activities and accompany students on field trips by helping students with physical needs, maintain discipline and reinforcing learning situations.
- Physical intervention may be necessary to ensure safety, using approved de-escalation techniques to support students experiencing behavioral challenges.
- Operate a variety of office, instructional and audio-visual equipment as assigned; provide technical assistance in the operation and maintenance of specialized instructional equipment as assigned.
- Maintain basic knowledge of computers including Microsoft Office.
- Assist with data collection; take data on goals and determine when a student has reached a benchmark to ensure continued and ongoing student progress when trained by appropriate staff.
- Work as part of a team of professionals for the betterment of the special education programs and site as a whole.
- Help keep classrooms and other school facilities neat, clean, orderly and safe.
- Direct group activities of students.
- Maintain confidentiality of student records and information.
- Adhere to site and department codes of conduct.
- Participate in staff meetings, professional development and attend various in-service meetings to acquire and/or convey information relative to job functions to support and maintain an effective educational environment.
- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

Required qualifications

- A high school diploma or equivalent, and
- One of the following:
 - Associates degree (or higher)

- 48 or more college units
- Pass a local test assessment of knowledge and skills in assisting in instruction as determined by the District and state requirements (example: ParaPro, CBEST, CODESP)
- One year of experience working with children, young adults, or adults with disabilities in a classroom or vocational setting
- Possess and maintain a valid First Aid Certificate and CPR Certificate
- Successfully obtain certification through the district-provided behavioral emergency training program within ninety (90) days of hire
- Valid California driver's license (if applicable)

Preferred qualifications

- Relevant training or coursework in child growth and development, instructional technology or closely related field
- Experience attending to students with physical needs.

KNOWLEDGE & ABILITY

- **Knowledge of:**
 - Special needs and requirements of special education students
 - Common Core Standards, Content Standards, District Curriculum, Response to Intervention, Full Service Community Schools
 - Positive reinforcement systems and behavioral strategies to maintain safe learning environments
 - The 13 disability categories outlined in California Education Code and how they affect students' ability to access education
 - Utilization of various forms of assessment to guide and design instruction
 - Basic concepts of child growth and development and developmental behavior characteristics
 - Methods, techniques and procedures for lifting and moving children incapable of providing assistance
 - The special needs of students who have behavioral, and/or learning disabilities
 - Child guidance principles and practices
 - Safe practices in classroom and playground activities
 - Instructional methods and techniques
 - Effective pedagogy for ethnic populations, English, and Standard English Learners
 - Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
 - Planning, organization and coordination needed for assigned program
 - Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students
 - Basic record-keeping techniques
 - Classroom procedures and appropriate student conduct
 - Safe contact with bodily fluids, blood-borne pathogens, and communicable diseases
 - Effective student management techniques
 - Technology and computer software applications relative to instruction, administration, and education
 - Accepted record keeping and reporting methods and strategies
 - Operation of office, instructional and audio-visual equipment
- **Ability to:**
 - Assist with instruction and related activities in a classroom or assigned learning environment
 - Reinforce instruction to individual or small groups of students as directed by the teacher
 - Add, subtract, multiply and divide quickly and accurately
 - Communicate effectively in the English language, both orally and in writing
 - Assist students with disabilities in areas related to activities of daily function, such as feeding, toileting, exercises, and positioning
 - Reinforce instruction to students with disabilities, communication, and behavioral problems
 - Demonstrate an understanding, patient, and receptive attitude towards children with special needs
 - Understand and follow oral and written directions
 - Learn the procedures, functions and limitations of assigned duties
 - Remain calm and exercise judgment in dealing with emergencies and special health needs
 - Gather data and prepare reports, as directed
 - Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public
 - Work independently with appropriate direction and follow established policies and practices
 - Work confidentially and with discretion
 - Analyze situations accurately and adopt an effective course of action

- Supervise according to approved policies and procedures
- Learn and use technology and computer software applications as appropriate to the work environment
- Use tact, patience, and courtesy when dealing with people, and discretion in handling of confidential records
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Use initiative and judgment in discussing problems involving practices and policies with the public and District staff
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California in accordance with assigned duties
- Qualify for a Standard First Aid and CPR certificate
- Apply integrity and trust in all situations

- **Distinguishing Characteristics Requiring Specialized Skills:**

- **Deaf and Hard of Hearing Paraeducator:** Assist in providing high quality instruction to individual or small groups of Deaf and Hard of Hearing (DHH) as well as other students in a classroom as assigned; must be able to communicate proficiently and effectively using a signing system such as American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE) and facial expressions appropriate to student's level of understanding.
- **Visual Impairment Paraeducator:** When assigned in a placement supporting students who are blind or visually impaired, must assist the classroom teacher in delivering instruction and meeting goals and objectives of students qualified for special education services for the visually impaired; must be able to read and demonstrate Braille; must be able to operate a supportive equipment, including without limitation, audio devices; Braille printer computer, tactile and Braille production equipment, and copiers; must be able to assist students with moving through the school environment and, where appropriate, use of a cane.
- **Transitional Kindergarten Paraeducator:** Assist in managing classroom routines and providing high quality instruction to individual or small groups when assigned to Transitional Kindergarten classrooms.

WORKING CONDITIONS

In this role, the paraeducator will work in a dynamic and supportive special education environment with students with disabilities and/or students in transitional kindergarten classrooms who may have diverse needs, including cognitive, physical, behavioral, and emotional challenges. The working conditions will involve:

Environment:

- Work primarily in a classroom or specialized resource room setting, though responsibilities may also extend to supporting students in other environments such as vocational training sites, community-based programs, or outdoor areas for supervised activities
- Work with students experiencing significant emotional, social, and communication challenges requiring the ability to manage stressful situations calmly and empathetically while maintaining a positive and encouraging approach to student support
- Driving a vehicle to conduct work, if applicable
- Fast-paced work environment including constant interruptions
- Potential contact with blood and other body fluids and communicable diseases.

Physical Requirements:

- This role involves regular physical activity, including lifting (up to 50 pounds or greater than 50 pounds with assistance), moving, and assisting students who may need support with mobility and physical tasks.
- Constant mental alertness
- Frequent bending, stooping, kneeling, and standing for extended periods are required, as well as guiding or positioning students as needed for instructional activities.
- Working on uneven terrain, play yards and school grounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally
- Providing personal care and hygiene tasks, which may involve lifting or positioning students with physical disabilities.
- Dexterity of both hands and fingers while performing duties
- Seeing to read, write, monitor students, use a computer, use educational materials, books and other printed materials with or without vision aides

- Hearing and speaking in audible tones to exchange information in normal classrooms, outdoors, in person or on the telephone

The position demands a high level of physical endurance and adaptability, with a focus on maintaining a safe, accessible, and supportive learning environment for students with diverse needs.

NON-DISCRIMINATION POLICY

The Oakland Unified School District does not discriminate in any program, activity, or employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.