

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

**Regular Meeting Agenda**

3:30 P.M., February 14, 2017  
710 Encinitas Boulevard, Encinitas CA 92024  
San Dieguito Union High School District Office

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**REGULAR MEETING/OPEN SESSION**

1. Call to Order ..... Commission Chair
2. Pledge of Allegiance
3. Approval of the Agenda for the February 14, 2017, Personnel Commission Regular Meeting.  
Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the agenda for the February 14, 2017 Personnel Commission Regular Meeting.
4. Approval of the Minutes for the January 10, 2017 Personnel Commission Regular meeting.  
Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the minutes for the January 10, 2017 Personnel Commission Regular Meeting.

**ACTION ITEMS (See Supplements)**

5. ELIGIBILITY LISTS TO BE ESTABLISHED
  - A. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to establish an Eligibility List for SECRETARY, SR-36, Open/Promotional, six months eligibility.
  - B. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to establish an Eligibility List for HUMAN RESOURCES INFORMATION SYSTEMS SUPPORT ANALYST, SR-52, Open/Promotional-Dual Certification, six months eligibility.
  - C. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to establish an Eligibility List for FACILITIES CONSTRUCTION PLANNER, SR-52, Open/Promotional-Dual Certification, six months eligibility.
  - D. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to establish an Eligibility List for NUTRITION SERVICES ASSISTANT II, SR-27, Promotional Only, six months eligibility.
  - E. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to establish an Unranked Eligibility List for ASSOCIATE SUPERINTENDENT-BUSINESS SERVICES, Salary per Contract, six months eligibility.
6. ELIGIBILITY LISTS TO BE APPROVED
  - A. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve an Eligibility List for MAINTENANCE WORKER II, SR-40, Open/Promotional-Dual Certification, eligibility from 1/12/17.
  - B. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve an Eligibility List for LEARNING COMMONS TECHNICIAN, SR-40, Open/Promotional-Dual Certification, eligibility from 2/1/17.
  - C. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve an Eligibility List for CONSTRUCTION PROJECTS MANAGER II, Management Salary, Group 5-Range 3, Open/Promotional-Dual Certification, eligibility from 1/23/17.

D. Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve an Eligibility List for SECRETARY, SR-36, Open/Promotional, eligibility from 2/7/17.

7. CLASSIFICATION REVISIONS

A. Instructional Assistant Special Education

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve class description revisions for Instructional Assistant Special Education (Non-Severe).

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve class description revisions for Instructional Assistant Special Education (Severe).

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve class description revisions for Instructional Assistant Special Education (Behavior Intervention).

B. Learning Commons Technician

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve class description revisions for Learning Commons Technician.

C. Associate Superintendent-Business Services

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve class description revisions for Associate Superintendent –Business Services.

**DISCUSSION/INFORMATION ITEMS (See Supplements)**

8. STAFF COMMENTS ON PERSONNEL ACTIVITIES

- A. Vacancy Report
- B. Personnel List Report

9. CORRESPONDENCE

10. PUBLIC COMMENTS

The Public Comments Section of the meeting provides the opportunity for individuals to address items that are not on the agenda. In accordance with the Brown Act, Personnel Commissioners may not engage in a discussion of non-agenda items or issues raised during public comments except to 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

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

11. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, March 14, 2017, at 3:30 P.M. in the Oak Crest Middle School-Learning Commons, 675 Balour Drive, Encinitas, CA 92024.

12. ADJOURNMENT

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

**Regular Meeting Minutes**

3:30 P.M., January 10, 2017  
710 Encinitas Boulevard, Encinitas, CA 92024  
San Dieguito Union High School District Office

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**REGULAR MEETING/OPEN SESSION**

1. CALL TO ORDER

The meeting was called to order at 3:30 p.m. by TERRY KING, Commission Chair.

2. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Commissioner King.

Members in Attendance

John Baird

Terry King

Patricia Spirit

Staff in Attendance

Susan Dixon, Director

Barbara Bass, Human Resources Analyst

Kathy Potter, Human Resources Technician

Guests

Debbie Johnson

Tina Peterson

3. APPROVAL OF AGENDA FOR THE JANUARY 10, 2017, PERSONNEL COMMISSION REGULAR MEETING.

It was moved by JOHN BAIRD, seconded by PATRICIA SPIRIT, to approve the agenda for the January 10, 2017, Personnel Commission Regular Meeting.

*Passed unanimously*

4. APPROVAL OF THE MINUTES FOR THE DECEMBER 13, 2016, PERSONNEL COMMISSION REGULAR MEETING.

It was moved by PATRICIA SPIRIT, seconded by JOHN BAIRD, to approve the minutes for the December 13, 2016, Personnel Commission Regular Meeting.

*Passed unanimously*

**ACTION ITEMS**

5. ELIGIBILITY LISTS TO BE ESTABLISHED

A. It was moved by JOHN BAIRD, seconded by PATRICIA SPIRIT, to establish an Eligibility List for LEARNING COMMONS TECHNICIAN, SR-40, Open/Promotional Dual Certification, six months eligibility.

*Passed unanimously*

6. ELIGIBILITY LISTS TO BE APPROVED

A. It was moved by PATRICIA SPIRIT, seconded by JOHN BAIRD, to approve an Eligibility List for NUTRITION SERVICES ASSISTANT-TRANSPORTER I, SR-27, Open/Promotional, eligibility from 12/8/16.

*Passed unanimously*

- B. It was moved by JOHN BAIRD, seconded by PATRICIA SPIRIT, to approve an Eligibility List for HEALTH TECHNICIAN, SR-35, Open/Promotional, eligibility from 12/13/16.

*Passed unanimously*

7. SECOND READ: RULE 8.1

It was moved by PATRICIA SPIRIT, seconded by JOHN BAIRD, to approve as a Second Reading, the rule revision to Rule 8.1 of the Rules and Regulations for Classified Service.

*Passed unanimously*

8. CLASSIFICATION REVISIONS

It was moved by JOHN BAIRD, seconded by PATRICIA SPIRIT, to approve class description revisions for Construction Projects Manager - II.

Director Dixon stated this class was established in 2009, but not filled until the current need.

*Passed unanimously*

**DISCUSSION/INFORMATION ITEMS (See Supplements)**

9. STAFF COMMENTS ON PERSONNEL ACTIVITIES

The Personnel Commissioners' packets included for review and discussion:

- A. Vacancy Report
- B. Personnel List Report

10. CORRESPONDENCE

None

11. PUBLIC COMMENTS

The Public Comments Section of the meeting provides the opportunity for individuals to address items that are not on the agenda. In accordance with the Brown Act, Personnel Commissioners may not engage in a discussion of non-agenda items or issues raised during public comments except to 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

A. California School Employees Association – None

B. San Dieguito Union High School District – The early tell retirement incentive of 5% was offered to all employees to facilitate staffing and establishment of eligibility lists.

C. Public – None

12. NEXT PERSONNEL COMMISSION MEETING

The next regular meeting of the Personnel Commission is scheduled for Tuesday, February 14, 2017, at 3:30 p.m. in the District Office Large Board Room 101, 710 Encinitas Boulevard, Encinitas, CA 92024.

13. ADJOURNMENT

The Personnel Commission meeting adjourned at 3:48 p.m.

**San Dieguito Union High School District  
Personnel Commission  
Eligibility List  
Open/Promotional Dual Certification**

**Effective: 1/12/2017  
Expiration: 7/12/2017**

**Maintenance Worker II**

<b>Rank</b>	<b>Applicant ID</b>
1	1866075
2	3343370
3	3395698
4	3387133
5	3292685

S. Dixon

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

**Effective: 2/1/17  
Expiration: 8/1/17**

**Learning Commons Technician**

<b>Rank</b>	<b>Applicant ID</b>
1	3421830
2	1057662

S. Dixon

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

**Effective: 1/23/17  
Expiration: 7/23/17**

**Construction Projects Manager II**

<b>Rank</b>	<b>Applicant ID</b>
1	3400491
1	3393793
2	3389960
3	3410460

S. Dixon

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

**Effective: 2/7/17  
Expiration: 8/7/17**

**Secretary**

**Promotional**

<b>Rank</b>	<b>Applicant ID</b>
1	2228409
2	2828541

**Open**

<b>Rank</b>	<b>Applicant ID</b>
1	3428722
2	2810318
3	2876240
4	3429703
5	2710055

S. Dixon



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

**Secretary**

**Effective: 2/7/17  
Expiration: 8/7/17**

<b>Classification Review Report</b>	
Classifications	Instructional Assistant - SpEd (Non-Severe) Instructional Assistant-SpEd (Severely Handicapped) Instructional Assistant-SpEd (Behavior Intervention)
Classification Type	Classified
Salary Range	34 (IA NS) 35 (Job Placement Assistant) 36 (IA SH & BI)
Prepared By	Barbara Bass, Human Resources Analyst Susan Dixon, Director, Classified Personnel
Submission to Classification Advisory Committee	October 25, 2016 January 31, 2017
Submission to Personnel Commission	February 14, 2017
Agenda Item	Classification Review Report #7

**Background Information**

The Personnel Commission staff recruits regularly for all job classifications within the Instructional Assistant – Special Education job family. Although the job description for Instructional Assistant – Special Education (Behavior Intervention) is fairly current, since it was established in 2015, the job descriptions for the Severely Handicapped and Non-Severe designations have not been updated since they were established in 2006. Staff recently met with a Program Supervisor from Special Education to review all three descriptions and discuss proposed changes. One area of focus was to more clearly define the distinctions among the classifications as applicants and employees are often unclear as to how the assignments differ. In addition, the Working Conditions language on the Severely Handicapped and Non-Severe was expanded to include the more detailed information specified on the JPA website and the Experience requirement has been revised to be more clear and specific.

**Sources of Information**

Rachel Page, Program Supervisor - Special Education  
 Comparable districts in San Diego County

**Salary Compensation Review**

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

<b>Instructional Assistant SpEd (Non-Severe)</b>				
<b>District</b>	<b>Salary Range</b>	<b>Job Title</b>	<b>Minimum</b>	<b>Maximum</b>
Carlsbad USD	13	Instructional Assistant -Special Ed	\$15.70	\$19.07
Escondido UHSD	18	Instructional Assistant III	\$14.24	\$19.08
Escondido USD	25	Instructional Assistant-Special Education I	\$13.91	\$17.75
Grossmont UHSD	33	Special Education Aide	\$15.89	\$20.55
Oceanside USD	12	Instructional Assistant-Special Education	\$14.38	\$21.73
Poway USD	20	Instructional Assistant I-Special Education	\$15.06	\$18.36
Ramona USD	16	Para Educator II	\$13.26	\$16.96
San Diego COE	36	Special Education Aide	\$16.94	\$21.62
San Marcos USD	5	Instructional Aide	\$13.48	\$17.26
Sweetwater UHSD	42	Instructional Assistant-Special Education	\$15.96	\$19.64
Vista USD	41	Instructional Assistant II (CH/LH/RSP)	\$15.59	\$19.95
<b>AVERAGE</b>			<b>\$14.95</b>	<b>\$19.27</b>
SDUHSD	34	Instructional Assistant SpEd-Non-Severe	\$18.11	\$24.23

<b>Instructional Assistant SpEd (Severe)</b>				
<b>District</b>	<b>Salary Range</b>	<b>Job Title</b>	<b>Minimum</b>	<b>Maximum</b>
Carlsbad USD	13	Instructional Assistant-Special Ed/Mod-Severe	\$15.70	\$19.07
Escondido UHSD	21	Instructional Assistant IV-SH	\$15.11	\$20.25
Escondido USD	27	Instructional Assistant-Special Education II	\$14.61	\$18.65
Grossmont HSD		no equivalent found		
Oceanside USD	14	Instructional Assistant-Severely Disabled	\$15.03	\$22.79
Poway USD	22	Instructional Assistant II - Special Education	\$15.44	\$18.82
Ramona USD	16	Para Educator II	\$13.26	\$16.96
San Diego COE	35	Student Attendant	\$16.52	\$21.09
San Marcos USD	14	Instructional Aide/SH	\$14.65	\$18.69
Sweetwater UHSD	46	Instructional Health Care Assistant	\$17.61	\$21.65
Vista USD	42	Special Education Assistant IV-SH/PH	\$15.98	\$20.45
<b>AVERAGE</b>			<b>\$15.39</b>	<b>\$19.84</b>
SDUHSD	36	Instructional Assistant -SpEd (Severely Handicapped)	\$19.00	\$25.53

<b>Instructional Assistant SpEd (Behavior Intervention)</b>				
<b>District</b>	<b>Salary Range</b>	<b>Job Title</b>	<b>Minimum</b>	<b>Maximum</b>
Carlsbad USD	15	Instructional Assistant - SpEd/Behavioral Int.	\$16.49	\$20.05
Escondido UHSD	23	Instructional Assistant V	\$15.72	\$21.07
Escondido USD	29	Instruction Assistant-Special Education II-Structured Communication & Social/Behavioral Program	\$15.35	\$19.59
Grossmont HSD	35	Behavior Intervention Assistant	\$16.64	\$21.14
Oceanside USD	14	Instructional Assistant-Severely Disabled	\$15.03	\$22.79
Poway USD		Behavioral Intervention Instructional Assistant	\$15.06	\$19.29
Ramona USD	16	Para Educator II	\$13.26	\$16.96
San Diego COE	36	Special Education Classroom Behavior Intervention Aide	\$16.94	\$21.62
San Marcos USD	29	Behavior Interventionist	\$16.58	\$21.17
Sweetwater UHSD		no equivalent found		
Vista USD	42	Instructional Assistant-Behavioral Intervention	\$15.98	\$20.45
<b>AVERAGE</b>			<b>\$15.71</b>	<b>\$20.41</b>
SDUHSD	36	Instructional Assistant SpEd (Behavior Intervention)	\$19.00	\$25.53

**Recommendation**

Revise the class descriptions for Instructional Assistant-SpEd (Non-Severe), (Severely Handicapped), and (Behavior Intervention) classifications as proposed.

Vote by Committee Members:

Vote	Member	Vote	Member
Yes	Carmen Blum, CSEA	Yes	Dan Love, Admin
	Matt Colwell, CSEA	Yes	Rick Mariam, Admin
Yes	Debbie Johnson, CSEA	Yes	Tina Peterson, Admin

## INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (~~non-severely handicapped~~ NON-SEVERELY HANDICAPPED)

### OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the ~~job of~~ Instructional Assistant—Special Education (non-severely handicapped) ~~is done for the purposes of assisting~~ assists a certificated teacher in providing instruction to individual or small groups of students in a special education learning environment; ~~assisting~~ assists in the implementation of a student's behavior modification plan; ~~monitoring~~ monitors and ~~reporting~~ reports student progress regarding behavior and performance; ~~and performing~~ performs a variety of other instructional support duties as assigned.

### DISTINGUISHING CHARACTERISTICS

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

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

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

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

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

### ESSENTIAL FUNCTIONS

- ~~Assists~~ Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials ~~for the purpose of to provide~~ ing instruction in accordance with established curriculum and ~~designated~~ designated IEP's.
- ~~Accompanies students as may be assigned between locations to assist students in their scheduled activities.~~
- ~~Confers with teachers regarding assigned students' progress for the purpose of to provide~~ ing input used in evaluating students' progress and/or needs.
- ~~Monitors students' performance, under the guidance of assigned classroom teacher, students' performance for the purpose of to provide~~ ing feedback to students, teachers and/or others involved in the provision of services in accordance with ~~an~~ an Individualized Education Plans (IEP).
- ~~Recognizes triggers that stimulate unsafe and highly disruptive behaviors in students for the purpose of to~~ applying the early intervention strategies and prescribed behavior modification techniques to de-escalate the unsafe student behavior.

## INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (~~non-severely handicapped~~ NON-SEVERELY HANDICAPPED)

- Assists, under the direction of the classroom teacher, in the consistent application of the prescribed behavior intervention strategies and techniques ~~for the purpose of~~ to redirecting the identified pattern of the student's unsafe and recurring inappropriate behaviors.
- Visits general education classrooms that successful students have earned the right to attend ~~for the purpose of~~ to monitoring, and reporting to the case manager students' academic progress and adherence to appropriate classroom behaviors.
- Informs the teacher orally or in writing concerning observations, student academic performance and school activities ~~for the purpose of~~ to providing a record for future reference and/or complying with established regulatory requirements.
- Assists in implementing and monitoring instruction of Special Education students within special education and/or regular classroom, individually and in small groups, ~~for the purpose of~~ to improving learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues ~~for the purpose of~~ to developing their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids ~~for the purpose of~~ to ensuring the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., scheduling IEP meetings, copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) ~~for the purpose of~~ to supporting teachers.
- Obtains general education homework assignments for students at different academic levels for the purpose of to addressing classroom requirements.
- Understands the goals of the IEP for the students with whom the incumbent works to appropriately assist the students to achieve their goals.
- Assists in the performance of other related job-related duties as assigned.

### JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

#### ~~SKILLS,~~ KNOWLEDGE AND ABILITIES

##### KNOWLEDGE OF:

- ~~is required to perform algebra and/or geometry;~~
- ~~read a variety of manuals;~~
- ~~write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes:~~
- ~~Child guidance principles and practices, especially as they relate to students with learning disabilities;~~
- ~~Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading;~~
- ~~Instructional materials and techniques used in Special Education;~~
- ~~Safe practices in classroom and other activities;~~
- Basic first aid and cardiopulmonary resuscitation (CPR)
- ~~Correct English usage, grammar, spelling, punctuation and vocabulary;~~

**INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (~~non-severely handicapped~~NON-SEVERELY HANDICAPPED)**

- ~~• Reading and writing communication skills;~~
- ~~• Record keeping techniques; and~~
- modern- Current, up-to-date office practices and procedures.

**SKILLS** are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; handling hazardous materials; operating standard office equipment; using pertinent software applications; and preparing and maintaining accurate records.

**KNOWLEDGE** is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; record keeping techniques; and modern office practices and procedures.

**ABILITY TO:**

- is required to schedule activities;
- gather and/or collate data; and
- Prepare and maintain accurate records
- Prepare documents following prescribed formats
- ~~u~~Use basic, job-related equipment including pertinent software applications. Flexibility is required to
- independently work with others in a wide variety of circumstances;
- Work under limited supervision using standardized practices and/or methods
- analyze data utilizing defined but different processes; and
- operate equipment using a variety of standardized methods. Ability is also required to
- work with a significant diversity of individuals and/or groups;
- work with a variety of data; and
- Present information to others
- utilize specific, job-related equipment.
- In working with others, some problem solveing may be required by following prescribed guidelines to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include:
- learning the methods, procedures, functions and limitations of assigned duties;
- supervising and disciplineing students according to approved policies and procedures;
- Lead, guide, and coordinate students
- make arithmetic calculations quickly and accurately;
- understanding and following oral and written directions;
- effectively communicating orally and in writing with children and adults;

**INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (~~non-severely handicapped~~NON-SEVERELY HANDICAPPED)**

- ~~e~~Establishing emotional support and a friendly attitude toward students;
- ~~r~~Reading, interpreting and following rules, regulations, policies and procedures;
- Adhere to safety practices including safely handling hazardous materials
- ~~e~~Establishing and maintaining effective working relationships with others;
- ~~m~~Maintaining confidentiality; and
- ~~u~~Understanding the exceptional needs of special education students.

**RESPONSIBILITY**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others (e.g. students); and operating within a defined budget. There is some opportunity to impact the Organization's services (e.g. carrying out goals for students' IEP's).

**WORKING ENVIRONMENT**

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

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

Seldom = 1-10% (<45 minutes)

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

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

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

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<u>Seldom</u>	<u>Reach above shoulder;</u>
	<u>Climbing, balancing;</u>
	<u>With assistance and devices provided, lift students weighing more than</u>
	<u>100 lbs. at waist height up to a distance of 5 feet</u>
<u>Occasionally</u>	<u>Fingering/fine manipulation;</u>
	<u>Power/firm grasping;</u>
	<u>Sitting/standing;</u>
	<u>Twisting back;</u>
	<u>Reach at, above, or below shoulder height;</u>
	<u>Pushing/pulling including students in wheelchairs;</u>
	<u>Lifting up to 25 lbs. at waist height up to a distance of 30 feet</u>
<u>Occasionally/Frequently</u>	<u>Stooping/bending;</u>
	<u>Squatting/crouching;</u>
	<u>Kneeling, crawling</u>
<u>Frequently</u>	<u>Lifting up to 10 lbs. at waist height up to a distance of 30 feet;</u>
	<u>Handling, simple grasping</u>
<u>Frequently/Continuously</u>	<u>Reach below shoulder height</u>

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

**AUDITORY OR VISUAL REQUIREMENTS**



## CLASSIFIED

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### INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (~~non-severely handicapped~~ NON-SEVERELY HANDICAPPED)

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

#### ENVIRONMENTAL CONDITIONS

: occasional lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling; and significant fine-finger dexterity. Generally the job requires 34% sitting, 33% walking and 33% standing. The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

#### EXPERIENCE

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

#### EDUCATION

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions of mandated by the State or federal government the No Child Left Behind Act (i.e., possession of an Associate of Arts degree, or successful completion at least two years of full-time course work at an institution of higher learning).

#### REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position Proficiency Test to meet requirements of the No Child Left Behind Act in lieu of the above listed education requirement.

#### CERTIFICATES

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

#### CONTINUING EDUCATION/TRAINING

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

#### CLEARANCES

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

## INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION (~~severely handicapped~~) **SEVERELY HANDICAPPED**)

### OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the ~~job of~~ Instructional Assistant—Special Education (~~s~~**S**~~e~~**S**~~e~~**S**~~r~~**H**~~e~~**H**~~a~~**H**~~n~~**H**~~a~~**H**~~n~~**C**~~h~~**C**~~a~~**H**~~p~~**H**~~a~~**P**~~p~~**E**~~d~~) ~~is done for the purposes of~~ assist~~ing~~ a certificated teacher in providing instruction and care to individual or small groups of students with severe physical disabilities and/or cognitive delays; ~~monitoring monitors~~ and ~~reporting reports~~ student progress regarding behavior and performance; ~~and performing performs~~ a variety of other instructional support duties as assigned.

### DISTINGUISHING CHARACTERISTICS

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

The Instructional Assistant—Special Education (~~severely Severely handicapped~~**Handicapped**) is assigned to assist teachers providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (I-E-P) ~~to require assignment to a regional program~~. These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning.

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

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

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

### ESSENTIAL FUNCTIONS

- Assists severely handicapped students within the Special Education program as may be assigned with personal needs (e.g. tube feeding, suctioning, toileting, diapering, positioning and/or mobility, social skills, etc.) ~~for the purpose of to~~ maintain~~ing~~ their health, comfort, cleanliness and safety within the school environment.
- Accompan~~ies~~ students as may be assigned between locations ~~for the purpose of to~~ assist~~ing~~ students in their scheduled activities (e.g., ~~w~~**W**~~o~~**o**~~r~~**k**~~a~~**A**~~b~~**i**~~l~~**i**~~t~~**y** and community experience).
- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials ~~for the purpose of providing to provide~~ instruction in accordance with established curriculum and designated IEP's (~~individualized education plan~~).
- Confers with teachers regarding assigned students' progress ~~for the purpose of providing input and provides information that is~~ used in evaluating students' progress and/or needs.

## INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION (~~severely handicapped~~) **SEVERELY HANDICAPPED**)

- ~~Monitors~~ Under the guidance of assigned classroom teacher, monitors students' performance ~~for the purpose of providing and provides~~ feedback to students, teachers and/or others involved in the provision of services in accordance with the Individualized Education Plans (IEP).
- Informs the teacher orally or in writing concerning observations, student academic performance, and school activities ~~for the purpose of providing to provide~~ a record for future reference and/or complying with established regulatory requirements.
- Assists in implementing and monitoring instruction of special education students within special education and/or regular classrooms, individually and in small groups, ~~for the purpose of to improving improve~~ learning skills, self-care, and/or social development.
- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues ~~for the purpose of to~~ developing their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids ~~for the purpose of to ensuring ensure~~ the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g., ~~scheduling IEP meetings, copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.)~~ ~~for the purpose of to~~ supporting teachers.
- Understands the goals of the IEP's for the students with whom the incumbent works ~~for the purpose of at to~~ appropriately assisting the students to achieve their goals.
- Assists in the performance of other job-related duties as assigned.

### **OTHER FUNCTIONS**

- ~~Transports students, as may be directed, in District provided vehicle if no bus driver is available.~~

## JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

### **SKILLS, KNOWLEDGE AND ABILITIES**

#### **KNOWLEDGE OF:**

- ~~is required to perform algebra and/or geometry;~~
- ~~read a variety of manuals, write documents following prescribed formats, and/or present information to others; and~~
- ~~analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes:~~
- ~~Child guidance principles and practices, especially as they relate to students with learning disabilities;~~
- ~~Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading;~~
- ~~Instructional materials and techniques used in Special Education;~~
- ~~Safe practices in classroom and other activities;~~
- ~~Correct English usage, grammar, spelling, punctuation and vocabulary;~~
- ~~Reading and writing communication skills;~~
- ~~Basic first aid and cardiopulmonary resuscitation (CPR);~~
- ~~Record-keeping techniques;~~

**INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION (~~severely handicapped~~) ~~SEVERELY HANDICAPPED~~**

- ~~Current, up-to-date office practices and procedures.~~

**SKILLS** are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; handling hazardous materials; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; and operating equipment used in the Special Education classroom.

~~**KNOWLEDGE** is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; basic first aid and cardiopulmonary resuscitation (CPR); record-keeping techniques; modern office practices and procedures.~~

**ABILITY TO:**

- ~~is required to s~~Schedule activities;
  - ~~g~~Gather and/or collate data; and
  - ~~Prepare and maintain accurate records~~
  - ~~Prepare documents following prescribed formats~~
  - ~~u~~Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications. Flexibility is required to independently w
  - ~~W~~ork with others in a wide variety of circumstances;
  - ~~W~~ork under limited supervision using standardized practices and/or methods
  - ~~a~~Analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to
  - ~~w~~Work with a significant diversity of individuals and/or groups;
  - ~~w~~Work with a variety of data; and utilize specific, job-related equipment. In working with others, some
  - ~~Present information to others~~
  - ~~p~~Problem solveing may be required by following prescribed guidelines to identify issues and select action plans. Problem-solving with
- data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include:
- ~~l~~Learning the methods, procedures, functions and limitation of assigned duties;
  - ~~s~~Superviseing and disciplineing students according to approved policies and procedures;
  - ~~Lead, guide and coordinate students~~
  - ~~p~~Printing and writeing legibly;
  - ~~m~~Makeing arithmetic calculations quickly and accurately;

**INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION(~~severely handicapped~~)SEVERELY HANDICAPPED)**

- ~~u~~Understanding and following oral and written directions;
- ~~e~~Communicating effectively orally and in writing with children and adults;
- ~~e~~Establishing emotional support and a friendly attitude toward students;
- ~~r~~Reading, interpreting and following rules, regulations, policies and procedures;
- Adhere to safety practices including safely handling hazardous materials
- Administer first aid
- ~~e~~Establishing and maintaining effective working relationships with others;
- ~~m~~Maintaining confidentiality; and
- ~~u~~Understanding the exceptional needs of special education students and the goals of students' IEP's.

**RESPONSIBILITY**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others (e.g. students); and operating within a defined budget. There is some opportunity to impact the Organization's services (e.g., carrying out goals of students' IEP's).

**WORKING ENVIRONMENT**

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

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

Seldom = 1-10% (<45 minutes)

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

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

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

<u>Seldom</u>	<u>Reach above shoulder;</u> <u>Climbing, balancing;</u>
<u>Occasionally</u>	<u>Fingering/fine manipulation;</u> <u>Power/firm grasping;</u> <u>Sitting/standing;</u> <u>Twisting back;</u> <u>Reach at, above, or below shoulder height;</u> <u>Lifting up to 25 lbs. at waist height and carrying up to a distance of 30 feet</u>
<u>Occasionally/Frequently</u>	<u>Stooping/bending;</u> <u>Squatting/crouching;</u> <u>Kneeling, crawling</u>
<u>Frequently</u>	<u>Lifting up to 10 lbs. at waist height up to a distance of 30 feet;</u> <u>Handling/simple grasping</u>
<u>Frequently/Continuously</u>	<u>With assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to a distance of 5 feet;</u>

## CLASSIFIED

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### **INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION(~~severely handicapped~~)**SEVERELY HANDICAPPED**)**

Pushing/pulling, including students in wheelchairs;

Reach below shoulder height

#### **AUDITORY OR VISUAL REQUIREMENTS**

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

#### **ENVIRONMENTAL CONDITIONS**

occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking and 40% standing. The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, or bolting away.

#### **EXPERIENCE**

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

#### **EDUCATION**

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government of the No Child Left Behind Act (i.e., possession of an Associate of Arts degree, or successful completion at least two years of full-time course work at an institution of higher learning).

#### **REQUIRED TESTING**

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position Proficiency Test to meet requirements of the No Child Left Behind Act in lieu of the above listed education requirement.

#### **CERTIFICATES**

Valid First Aid and CPR Certificate issued by the American Red Cross. Possession of a valid Class-C California Driver's License and a California DMV H-6 Driving Report may be required for some assignments, but is not a condition for service in the class.

#### **CONTINUING EDUCATION/TRAINING**

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

#### **CLEARANCES**

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

## INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

### OVERALL JOB PURPOSE STATEMENT

Under the direction of an assigned supervisor or certificated teacher, the ~~job of the~~ Instructional Assistant Special Education ~~– (Behavior Intervention)~~ assists certificated staff by reinforcing instruction to individual or small groups of students with significant aggressive and/or other behavioral difficulties in a classroom setting, job site, and/or community based program using intensive behavioral management techniques, intervention strategies, coping skills, and problem solving techniques. ~~– This classification implementing also implements~~ plans for instruction, ~~monitoring-monitors~~ student behavior, ~~documenting-documents~~ activities and progress; and ~~performing-performs~~ a variety of other related instructional support duties as assigned.

### DISTINGUISHING CHARACTERISTICS

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

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

The Instructional Assistant Special Education (Severe) differs from this class by providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition.

The Instructional Assistant Special Education (Non-Severe) is responsible for instructional support for students with learning disabilities.

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

### ESSENTIAL FUNCTIONS

- Assists instructional personnel with behavior management of students ~~for the purpose of to~~ ensuring proper support is provided to students in meeting the goals of the Individualized Education Program ~~Plan~~ (IEP).
- Delivers Applied Behavior Analysis (ABA) and overarching positive behavior supports in small groups, whole group and 1:1 settings in school, job and/or community based program.
- Confers with instructional personnel and provides input regarding student progress ~~for the purpose of to~~ improving learning skills and/or social development.
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks, and implements program modifications.
- Administers drills, reviews data with supervisor, and reports concerns ~~for the purpose of to~~ providing input used in evaluating students' progress and/or needs.
- Assists instructional personnel with the preparation and adaptation of learning materials and reinforcement strategies according to the student's IEP to facilitate student learning and performance.
- Accompanies students as may be assigned between locations ~~for the purpose of to~~ assisting students in their scheduled activities (e.g., ~~w~~WorkA**A**bility and community experience).
- Participates in various activities (e.g. meetings, training, etc.) ~~for the purpose of to~~ receiving and/or conveying information.
- Maintains various classroom records, files, supplies, and work aids ~~for the purpose of to~~ ensuring the necessary materials are available when required.

## CLASSIFIED

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### INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

- Understands the goals of the IEP for the students with whom the incumbent works ~~for the purpose of~~ to appropriately assisting the students s to achieve their ir goals.
- May attend to student's' personal hygiene needs ~~for the purpose of~~ to maintaining their health, comfort, cleanliness and safety within the school environment.
- Assists in the performance of other job-related duties as assigned.

#### JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

#### KNOWLEDGE, SKILLS AND ABILITIES

##### KNOWLEDGE OF:

- ~~to read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes:-~~
- Applied Behavioral Analysis (ABA) theories and practices used with students with aggressive and disruptive behaviors;
- Discrete Trial Training methods;
- ~~m~~ Methods of addressing and correcting student behavior;
- ~~e~~ Child guidance principles and practices, especially as they relate to students with learning disabilities;
- ~~b~~ Basic subjects taught in the District schools, including arithmetic (e.g. algebra, geometry), grammar, spelling, language and reading;
- ~~i~~ Instructional materials and techniques used in special education;
- ~~s~~ Safe practices in classroom and other activities;
- ~~e~~ Correct English usage, grammar, spelling, punctuation and vocabulary;
- ~~r~~ Reading and writing communication skills;
- ~~b~~ Basic first aid and cardiopulmonary resuscitation (CPR);
- ~~r~~ Record-keeping techniques;
- ~~modern~~ Current, up-to-date office practices and procedures.

~~**SKILLS** to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; handling hazardous materials; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; and operating equipment used in the Special Education classroom.~~

##### ABILITY TO:

- ~~to~~ schedule activities;
- gather and/or collate data; and
- ~~u~~ Use basic, job-related equipment including equipment used in a special education classroom and pertinent software applications.
- Flexibility is required to independently w Work with others in a wide variety of circumstances;
- Work under limited supervision using standardized practices and/or methods



## INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

- ~~• Analyze data utilizing defined but different processes;~~
- ~~• and operate equipment using a variety of standardized methods. Ability is also required to~~
- ~~• Work with a significant diversity of individuals and/or groups;~~
- ~~• Work with a variety of data; and utilize specific, job-related equipment. In working with others, some~~
- Present information to others
- ~~• Problem solving may be required by following prescribed guidelines to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include:~~
- Learn the methods, procedures, functions and limitation of assigned duties;
- Supervise and discipline students according to approved policies and procedures;
- Lead, guide and coordinate students
- Print and write legibly;
- Make arithmetic calculations quickly and accurately;
- Understand and follow oral and written directions;
- Communicate effectively orally and in writing with children and adults;
- Establish emotional support and a friendly attitude toward students;
- Read, interpret and follow rules, regulations, policies and procedures;
- Adhere to safety practices including safely handling hazardous materials
- Administer first aid
- Establish and maintain effective working relationships with others;
- Maintain confidentiality; and
- Understand the exceptional needs of special education students and the goals of the students' IEP.

### RESPONSIBILITY

Responsibilities include: ~~working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others (e.g. students); and operating within a defined budget. There is some opportunity to impact the Organization's services (e.g. carrying out goals of students' IEPs).~~

### WORKING ENVIRONMENT

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

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

Seldom = 1-10% (<45 minutes)

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

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

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

## CLASSIFIED

### INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

Seldom	Reach above shoulder; Climbing, balancing; With assistance and devices provided lift students weighing more than 100 lbs. at waist height up to <u>a distance of 5 feet</u>
Occasionally	Fingering/fine manipulation; Power/firm grasping; Sitting/standing; Twisting back; Reach at, above, or below shoulder height;
Occasionally/Frequently	Pushing/pulling, <u>including students in wheelchairs</u> ; Lifting up to 25 lbs. at waist height up to <u>a distance of 30 feet</u> ; Stooping/bending; Squatting/crouching; Kneeling
Frequently	Lifting up to 10 lbs. at waist height up to <u>a distance of 30 feet</u> ; Handling/simple grasping
Frequently/Continuously	Reach below shoulder height

Generally the job requires 20% sitting, 40% walking and 40% standing.

#### AUDITORY OR VISUAL REQUIREMENTS

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

#### ENVIRONMENTAL CONDITIONS

~~Generally the job requires 20% sitting, 40% walking and 40% standing.~~ The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, or bolting away. There is also potential for exposure to bodily fluids and biohazardous materials.

#### EXPERIENCE

Six months of job-related experience working with students with special needs in a school or related environment.

#### EDUCATION

Targeted job-related education that meets the organization's prerequisite requirements, including any education provisions mandated by the State or federal government of the No Child Left Behind Act (e.g., possession of an Associate of Arts degree, or successful completion of at least two years of full-time course work at an institution of higher learning).

#### REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position. Proficiency Test to meet the requirements of the No Child Left Behind Act in lieu of the above-listed education requirement.

## CLASSIFIED

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### INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION (BEHAVIOR INTERVENTION)

#### CERTIFICATES

Valid First Aid and CPR Certificate issued by the American Red Cross. ~~Possession of a valid California Class C Driver's License may be required for some assignments, but is not a condition for service in the class.~~

#### CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training; First Aid, CPR; [Applied Behavior Analysis \(ABA\)](#) and [Crisis Prevention Intervention \(CPI\)](#).

Participation in ongoing job-related training as assigned.

#### CLEARANCES

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



Union High School District

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710 Encinitas Boulevard, Encinitas, CA 92024  
Telephone (760) 753-6491  
Fax (760) 943-3522  
www.sduhsd.net

Classified Personnel Commission  
John Baird, Commissioner  
Terry King, Commissioner  
Patricia "Pat" Spirit, Commissioner  
Susan Dixon, Director

<b>Classification Review Report</b>	
Classification	Learning Commons Technician
Classification Type	Classified
Salary Range	40
Prepared By	Barbara Bass, Human Resources Analyst Susan Dixon, Director, Classified Personnel
Submission to Classification Advisory Committee	January 31, 2017
Submission to Personnel Commission	February 14, 2017
Agenda Item	Classification Review Report #7

**Background Information**

The Personnel Commission staff is currently conducting a recruitment for the classification of Learning Commons Technician. Although the description was last updated in 2015, several revisions to the class description were discussed when staff met with the hiring manager to develop the examination content. The revisions are largely due to formatting changes although content within the experience and education requirement has been modified due to changes in the field.

**Sources of Information**

Adrienne St. George, District Library/Media Coordinator  
Comparable districts in San Diego County

**Salary Compensation Review**

As part of the review of this classification, Personnel Commission staff conducted a salary compensation review for the job classification. Based on the information (see chart, p. 2), there is no recommendation for salary reallocation.

District	Salary Range	Job Title	Minimum	Maximum
Carlsbad	19	Library Media Technician	\$37,853	\$53,263
Escondido UHSD	25	Library Media Technician	\$34,029	\$45,594
Grossmont UHSD	40	Library Technician	\$39,158	\$49,677
Oceanside USD	21	Library Media Technician	\$36,731	\$55,646
Poway USD	24	Library Media Technician - Secondary	\$33,744	\$41,136
Ramona USD	18	Library Technician	\$29,544	\$37,824
San Marcos USD	45	Library Media Technician III	\$38,664	\$49,308
Sweetwater UHSD	50	Library Media Technician	\$40,368	\$49,656
Vista USD	47	Library Media Technician II-MS/HS	\$37,595	\$50,561
<b>Average</b>			<b>\$36,409.55</b>	<b>\$48,074</b>

San Dieguito	40	Learning Commons Technician	\$43,618	\$58,365
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**Recommendation**

Revise the class description for Learning Commons Technician as proposed.

Vote by Committee Members:

Vote	Member	Vote	Member
Yes	Carmen Blum, CSEA	Yes	Dan Love, Admin
Absent	Matt Colwell, CSEA	Yes	Rick Mariam, Admin
Yes	Debbie Johnson, CSEA	Yes	Tina Peterson, Admin

## LEARNING COMMONS TECHNICIAN

### OVERALL JOB PURPOSE STATEMENT

Under the direction of a site administrator and/or the technical review of the District Library Media Coordinator, the job of a Learning Commons Technician is coordinating the work at a site Learning Commons, performing a variety of complex technical and clerical services and duties in support of the acquisition, processing, cataloging, use, maintenance, circulation and record-keeping associated with print and digital materials in the Learning Commons; assisting with the operation and support of electronic media and devices, maintaining library and media collections including processing and cataloging acquisitions; and providing guidance and direction to assist students and teachers in utilizing learning commons resources.

### DISTINGUISHING CHARACTERISTICS

This job is distinguished from similar jobs by the following characteristics: the Learning Commons Technician series is responsible for the processing of new items, and searching for appropriate resource materials to locate relevant and current information, directly assisting and guiding students and staff, and monitoring and maintaining electronic devices. Incumbents must be knowledgeable about - available resources, and appropriate materials to support educational activities such as the Internet, online databases, eBook access, various software and applications, and electronic media in order to assist students and teachers to identify and locate appropriate materials to support educational learning activities. The class of Learning Commons Technician functions with great independence and has full responsibility for work coordination, and oversight of program functions and leadership in ensuring students and staff understand and use the collection and databases effectively to undertake research.

### ESSENTIAL FUNCTIONS

- Coordinates and organizes the functions and tasks of a site Learning Commons in support of the site's overall educational program as directed by a site administrator and the District Library Media Coordinator.
- Coordinates with District Library Media Coordinator, site administrators and department chairs ~~for~~ to requisitioning educational materials designated for addition to the site's collection.
- Communicates with District personnel to exchange information, to coordinate activities, and to resolve issues or concerns related to learning commons activities, purchase orders, instructional support materials, and equipment usage.
- Supports activities which raise student and staff awareness, engagement and use of the Learning Commons resources, such as maintaining and updating the website, promoting learning opportunity programs (i.e., tutoring, student academic partnerships, etc.) and other engagement initiatives.
- Identifies/corrects minor technical problems and user operation errors ~~for the purpose of to~~ reestablishing system reliability, provide continuity of use.
- Provides guidance and direction to students and staff regarding available resource materials, how to source materials, and how to operate various equipment and electronic devices.
- Demonstrates media systems and equipment (e.g. classification system, on-line catalogs, subject-specific web sites on the internet, care of materials, etc.) to students ~~for the purpose of to~~ educating them on the proper use of the learning commons resources.

## LEARNING COMMONS TECHNICIAN

- Directs activities of student aides and parent volunteers for the purpose of orienting them and monitoring their adherence to learning commons procedures and tasks.
- Distributes various resources and materials for the purpose of to providing requested classroom reference materials.
- Inventories equipment and materials in learning commons collection and monitors levels for the purpose of to documenting losses and/or maintaining availability of materials and adequate quantities for optimal operations.
- Monitors student behavior and usage of digital devices in the learning commons for the purpose of to enforcing standards that contribute to the use of the facility in accordance with policies and practices.
- Performs circulation activities (e.g., item check-in and check-out, prepare circulation count, lists of overdue items) for the purpose of to controlling the use, location and availability of items in the collection.
- Prepares and maintains files, lists and records as needed for the purpose of keeping information current and relevant to patron requests.
- Assists the District Library Media Coordinator by with preparing information for reports for the purpose of by providing statistical and operational information.
- Assists students with assigned projects by in researching availability of materials and media and providing suggestions for appropriate resources for the purpose of selecting appropriate items for assigned projects.
- Coordinates and participates in cataloging and processing library materials using appropriate software for the purpose of to integrating new materials into the collection. In collaboration with the District Library Media Coordinator, ensures that materials ordered are age appropriate, conducting research as needed.
- Ensures accuracy and currency of collection catalogs and resources to provide maximum benefit to students.
- Schedules and distributes electronic and media-related equipment and materials for the purpose of to ensuring the effectiveness of media programs and services.
- Ensures repair or replacement of damaged materials and/or equipment to maintain operational readiness of the learning commons. Calculates and collects fees for lost or damaged items.
- Attends meetings and workshops and engages in other forms of professional development to increase knowledge of the field and to keep current with the evolving delivery systems that provide access to information and the resources available to students and staff.
- Assists in the performance of other job-related duties as assigned.

## JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

### KNOWLEDGE, SKILLS AND ABILITIES

#### KNOWLEDGE OF:

- is required to perform Basic math principles; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to

## LEARNING COMMONS TECHNICIAN

~~define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes:~~

- ~~• tTechnical library processes related to the acquisition and classification of materials;~~
- ~~• library terminology and standard practices;~~
- ~~• software related to digital collections;~~
- ~~• Internet sites relevant to the collection and activities;;~~
- ~~• sStandard reference sources;~~
- ~~• popular, current literary trends, Young Adult literature, and classical literature and their authors;~~
- ~~• eCorrect English usage, grammar, spelling, punctuation and vocabulary;~~
- ~~• operation and use of office equipment, computer software, hardware and associated applications, the Internet and associated tools and electronic media devices;~~
- ~~• effective research strategies and available resources~~
- ~~• rRecord-keeping techniques~~
- ~~• work coordination and priorityies in a Learning Commons~~

~~**SKILLS** are required to perform multiple, non-technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating/troubleshooting/training others to use a variety of office, electronic devices and multimedia equipment including related applications; the Internet and associated tools.~~

### **ABILITY TO:**

- ~~• is required to schedule activities and/or meetings to ensure maximum use of the facility;~~
- ~~• gather, collate, and/or classify data. Flexibility is required to~~
- ~~• independently work with others in a wide variety of circumstances, under pressure and with frequent interruptions;~~
- ~~• Work under limited supervision~~
- ~~• work with data utilizing specific, defined processes; ~~work with similar types of data; and~~~~
- ~~• operate equipment using standardized methods. Ability is also required to~~
- ~~• work with diverse individuals and/or groups. In working with others,~~
- ~~• Analyze situations to define issues and draw conclusions~~
- ~~• independent problem solving problems independently including moderate equipment problems is required to~~
- ~~• provide customer service, analyze issues,~~
- ~~• assign and coordinate work activities, and create action plans. Problem solving with data and people may require independent interpretation; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include the ability to perform a variety of technical duties related to the cataloging and processing of print and non-print library materials;~~
- ~~• Present information to others~~
- ~~• perform complex clerical work with speed and accuracy;~~
- ~~• Prepare documents following prescribed formats~~
- ~~• Read a variety of materials~~



**LEARNING COMMONS TECHNICIAN**

- ~~e~~Catalog materials according to established rules and regulations;
- ~~a~~Adapt easily and readily to new technologies, keep current with trends in instructional technology and the application of new information technologies;
- ~~e~~Direct and assist students and staff with their information needs;
- ~~a~~Address student behavior issues;
- ~~t~~Train and provide work direction to others;
- ~~p~~Perform reference and research work;
- ~~u~~Understand and follow written and oral directions;
- ~~e~~Establish and maintain effective working relationships with others; and work cooperatively with others;
- ~~m~~Maintain records; ~~and~~
- ~~e~~Communicate effectively both orally and in writing.

**RESPONSIBILITY**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**WORKING ENVIRONMENT**

The usual and customary methods of performing the job's functions requires working in a learning commons environment which is a large space or another district site to conduct work. The job functions require the following physical demands outlined below: All requirements are subject of possible modification to reasonably accommodate individuals with a disability.

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

- Seldom = 1-10% (<45 minutes)
- Occasionally = 11-33% (up to 3 hours)
- Frequently = 34-66% (up to 6 hours)
- Continuously = 67-100% (more than 6 hours)

Seldom or Occasionally	lifting and carrying more than 50 pounds with/without assistance at waist height up to 10 feet; sitting up to 15 minutes
Occasionally	stooping/bending, squatting/crouching, twisting back, hand controls, shelving books, climbing, balancing, neck flexation/rotation, fingering/fine manipulation, power/firm grasping, reach at, above and below shoulder height
Occasionally/Frequently	pushing/pulling carts, tables, chairs; lifting and carrying up to 50 pounds with/without assistance at waist height up to 25 feet, handling/simple grasping
Frequently/Continuously	intervals: walking up to 30 minutes, standing up to 20 minutes

## LEARNING COMMONS TECHNICIAN

### AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear others in order to communicate and make presentations. Vision ability to see near, distant, depth and peripherally.

### ENVIRONMENTAL CONDITIONS

There is the potential for exposure to dust on shelves/books; uses a ladder or step stool to reach for objects.

### EXPERIENCE

~~Job-related experience is required. At least~~ **This classification requires a minimum of** two years of experience performing ~~complex~~ clerical and technical duties in a library/media center/learning commons operation, including ~~circulation and cataloging of collection items and~~ assisting users with their research requests and use of other library print and electronic resources. Experience in a school library, media center, learning and/or information commons is highly preferred.

### EDUCATION

~~High school diploma or equivalent, supplemented by courses~~ **Completion of coursework** in Library Technology. ~~An Associate of Arts or a Certificate of Completion of a course of study in Library Technology is preferred. Additional qualifying experience demonstrating the required knowledge, skills and abilities to perform the job may be substituted for the preferred education.~~

### REQUIRED TESTING

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

### CERTIFICATES/LICENSES

California Class C driver's license. Position is occasionally required to travel to the District Office, other school sites, or the County Office of Education in order to attend meetings, seminars and other training.

### CONTINUING EDUCATION/TRAINING

Participation in ongoing job-related training as assigned.

### CLEARANCES

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



**Union High School District**

**Board of Trustees**  
Joyce Dalessandro  
Beth Hergesheimer  
Amy Herman  
Maureen "Mo" Muir  
John Salazar

**Superintendent**  
Eric R. Dill

710 Encinitas Boulevard, Encinitas, CA 92024  
Telephone (760) 753-6491  
Fax (760) 943-3522  
www.sduhsd.net

**Classified Personnel Commission**  
John Baird, Commissioner  
Terry King, Commissioner  
Patricia "Pat" Spirit, Commissioner  
Susan Dixon, Director

<b>Classification Review Report</b>	
Classification	Associate Superintendent Business
Classification Type	Classified Management
Salary Range	NA
Prepared By	Susan Dixon, Director, Classified Personnel
Submission to Classification Advisory Committee	NA
Submission to Personnel Commission	February 14, 2017
Agenda Item	Classification Review Report #7

**Background Information**

The District has a current vacancy for Associate Superintendent Business. The job description was last reviewed in 2005. As such, the Director of Classified Personnel met with the Superintendent to discuss the current representative duties of the assignment as well as the knowledge and abilities required to successfully perform these duties. The duties have been updated to more accurately describe the current role of the position and the knowledge and abilities were expanded to ensure the selection process will assess the appropriate competencies. Modifications were made to the Education and Experience section to follow the standard set forth by Section 45276 of the California Education Code and to specify the amount of experience required. A Working Conditions section was added to conform to standard District practice and the recommendation of the JPA.

**Sources of Information**

- Eric Dill, Superintendent
- Lora Duzyk, Assistant Superintendent Business Services, San Diego County Office of Education
- Job descriptions from California school districts
- California Association of School Business Officials (CASBO) Website
- Fiscal Crisis and Management Assistance Team (FCMAT) Website
- University of Southern California, Rossier School of Education Website

**Salary Compensation Review**

Associate Superintendents are assigned a specific rate of pay. They are not allocated to a salary range. The rate of pay is contractual; as such, a salary review was not conducted.

**Recommendation**

Revise the class description for Associate Superintendent - Business as proposed.

## CLASSIFIED

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### ASSOCIATE SUPERINTENDENT, ~~Business Services~~

#### OVERALL JOB PURPOSE STATEMENT

~~The Under the direction of the Superintendent, the Associate Superintendent, Business Services plans, organizes, and directs the District's business operations. The areas of responsibility assigned to the Associate Superintendent, Business Services are finance, information technology, transportation, nutrition services, purchasing, risk management, real property acquisition, and facilities acquisition, construction, maintenance, grounds and custodial services. The Associate Superintendent, Business Services contributes to the strategic direction of the District, and aligns business objectives with the District's mission, goals and objectives. The Associate Superintendent, Business Services advises the Superintendent and Board of Trustees on a wide range of business-related matters related to assigned areas of responsibility. directly supervises the Directors of Facilities, Transportation, Purchasing/Warehousing, and Food Services and works closely with the Executive Director of Finance in district financial matters. Under the general direction of the Superintendent, the Associate Superintendent/Business is responsible for facilities planning, including site acquisition and new construction, as well as other business services tasks and related work as required.~~

#### REPRESENTATIVE DUTIES

##### ESSENTIAL FUNCTIONS

- ~~• Plans, organizes and directs the District's business operations, aligning business objectives to the District's mission, goals and objectives.~~
- ~~• Oversees and monitors the business operations of finance, information technology, transportation, grounds maintenance, nutrition services, purchasing, risk management, real property acquisition, facilities acquisition, construction and maintenance operations.~~
- ~~• Meets with the Superintendent and Cabinet to develop goals, report on progress, make recommendations and decisions and contribute to the direction and leadership of the District.~~
- ~~• Communicates with other administrators, District staff and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.~~
- ~~• Oversees the preparation of agenda items, resolutions, and special reports for the Board of Trustees for areas of responsibility. Attends Board meetings, makes presentations and provides recommendations.~~
- ~~• Provides leadership, guidance, and direction to business division Directors in establishing departmental goals, monitoring progress in achieving goals, facilitating interdepartmental collaboration and ensuring effective operations.~~
- ~~• Oversees personnel-related matters in areas of responsibility and participates on the District negotiations team.~~
- ~~• Oversees the preparation of the annual District budget, develops and controls budget guidelines, monitors income and expenditures, and advises the Board on finance matters.~~

## CLASSIFIED

### ASSOCIATE SUPERINTENDENT, ~~BUSINESS SERVICES~~

- Directs the investment, borrowing of and application for funds. Coordinates the preparation of the District's comprehensive master plan. Directs and reviews the preparation of various facilities plans and the compilation of required demographic, facility, and educational data.
  - Assists the Superintendent in preparing policies, procedures, and agreements related to new residential development projects and the District's ability to house students, and supervises the collection of developer fees for school facilities. Assists the Superintendent in coordinating the District's facilities planning needs with local authorities.
  - Meets with state and local government officials, District staff, architects, consultants, contractors, and the public regarding new construction, renovation and demolition projects.
  - Develops policies, procedures, programs, and contracts related to areas of responsibility.
  - Attends federal, state and local meetings as assigned and keeps current regarding legislative changes. Attends conferences and workshops to enhance knowledge and keep current in areas of responsibility. Maintains familiarity with regulations affecting all areas of responsibility.
  - Directs the preparation and maintenance of a variety of reports and records related to assigned areas of responsibility as required by law, policy, best practices, and standard business operations.
  - Performs other job-related duties as assigned.
- 
- ~~Directs and supervises, with the assistance of the Executive Director of Operations, the general upkeep and maintenance of schools, equipment, grounds, and custodial services.~~
  - ~~Directs and supervises, with the assistance of the Director of Transportation, the transportation of pupils and the use of district transportation facilities.~~
  - ~~Directs and supervises, with the assistance of the Director of Purchasing, the district's purchasing and warehousing operation.~~
  - ~~Directs and supervises, with the assistance of the Director of Nutrition Services, the school cafeteria program for the district.~~
  - ~~Works closely with the Executive Director of Finance in the development of the district budget, student attendance reporting, revenue forecasting, and the financing of facilities.~~
  - ~~Develops budgets for selected business service areas and assists in the preparation and administration of budgets for the cafeteria, transportation, maintenance, facilities, and purchasing/warehousing program areas including coordination of the Capital Facilities and Deferred Maintenance budgets with the state Office of Local Assistance.~~
  - ~~Coordinates the preparation and maintenance of the district's comprehensive master plan, including compilation of required demographic, facility, and educational data.~~
  - ~~Prepares and monitors state applications for funds under the state school building aid program.~~

## CLASSIFIED

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### ASSOCIATE SUPERINTENDENT, ~~AND~~ BUSINESS SERVICES

- ~~• Administers the Environmental Quality Act compliance for the district including coordinating acquisition of the necessary federal and state permits involved in site acquisition and construction planning.~~
- ~~• Works with the appropriate state, county and city agencies to coordinate school facility planning and represents the district at City Council, planning commission and other meetings.~~
- ~~• Works with the district architect and Executive Director of Business Services in directing and coordinating construction activities and assists in planning for future building projects in the district.~~
- ~~• Assists the superintendent in coordinating the district's facility planning needs with the North City West School Facilities Financing Authority.~~
- ~~• Supervises the collection of developer fees for school facilities and assists the superintendent in preparing policies, procedures and agreements to mitigate the impact of new residential development projects insuring the district's capacity to house students.~~
- ~~• Serves on the district's team that negotiates with the classified employee association.~~
- ~~• Serves as the district representative to the Joint Powers Authority for worker's compensation and liability insurance.~~
- ~~• Administers the district's Risk Management Program and oversees the district's Safety Program.~~
- ~~• Coordinates the preparation of the business services section of the Board of Trustees agenda and participates in all regular and special meetings of the Board of Trustees.~~
- ~~• Maintains records and reports associated with all areas of responsibility.~~
- ~~• Performs related duties as assigned.~~

### JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

#### KNOWLEDGE AND ABILITIES

#### KNOWLEDGE ~~OF:~~ AND ABILITIES

- ~~• Principles and practices of public business administration and management.~~
- ~~• Applicable laws, codes, regulations, policies and procedures affecting California school business operations.~~

### **ASSOCIATE SUPERINTENDENT, BUSINESS SERVICES**

- School business management in a variety of operational areas such as finance, information technology, information technology, transportation, grounds maintenance, nutrition services, purchasing, risk management, real property acquisition, facilities acquisition, construction and maintenance operations.
  - Personnel practices and procedures, including employee development, training, and performance management.
  - Technology and software related to business office operations.
    - ~~Knowledge of personnel practices and procedures.~~
    - ~~Knowledge of modern theories of management, including current principles of supervision and training.~~
    - ~~Knowledge of state and local laws and procedures dealing with school facility planning.~~
- ~~Knowledge of the interpersonal and communicative skills necessary to deal with all levels of employees as well as public and private agencies involved in the planning process.~~

#### **ABILITY TO:**

- Plan, organize, and direct a broad area of operations.
- Plan, organize and direct complex projects.
- Resolve complex organizational problems; analyze situations accurately and adopt an effective course of action.
- Provide effective strategies and solutions for meeting the District's financial and operational needs.
- Meet goals and objectives for areas of responsibility.
- Demonstrate strong administrative skills in the areas of planning and organization.
- Demonstrate effective leadership skills such as integrity, inspiring others, focusing on results, collaboration with others, and championing operational excellence.
- Develop and evaluate the performance of assigned staff and foster staff development opportunities.
- Communicate effectively both orally and in writing.
- Develop presentations; present information in a public venue and thoroughly answer questions and justify recommendations.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others within the District and externally.
- Utilize standard office equipment including financial and presentation software.
- ~~Ability to develop a close relationship with planners, consultants, and others who are responsible for ruling on district applications in the planning process.~~

## CLASSIFIED

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### **ASSOCIATE SUPERINTENDENT, BUSINESS SERVICES**

- ~~Ability to analyze problems and involve staff in developing problem solving solutions to such problems.~~
- ~~Ability to develop and present staff development programs.~~
- ~~Ability to supervise the work of others while maintaining an effective working relationship with those contacted in the course of work.~~

#### **LICENSE**

~~Possession of a valid California driver's license.~~

#### **EDUCATION AND EXPERIENCE**

~~A bachelor's degree in management, business, public administration, or a related field. A master's degree is desirable or additional graduate level course work in business or public administration is required. Experience in school district business operations and in working with individuals and groups, both inside and outside the district, in the planning process. Supervisory level experience or training in the management of people; responsible personnel management experience and training.~~

Minimum education and experience requirements may be met in one of the following ways:

- A Bachelor's degree in business administration, public administration or related field and five years of California school business management experience.
- Possession of a degree in an unrelated field may be considered in conjunction with completion of trainings in areas related to business management from a recognized training provider. This education option requires submission of college transcripts and related trainings to determine eligibility. College transcripts and business-related trainings must have a combined total of the equivalency of one year college coursework. Eight years of California school business management experience is required when using this education option.
- Completion of a school business certification program developed by an accredited institution of higher education or public agency OR certification as a Chief Business Official by the California Association of School Business Officials may be considered as qualifying. Programs typically consist of 440 continuing education units. Eight years of California school business management experience is required when using this education option.

#### **WORKING ENVIRONMENTAL CONDITIONS**

~~Typical office environment. The usual and customary methods of performing the job's functions require the physical demands listed below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability. This job is performed in a generally clean and healthy environment. In the course of performing assigned duties, the incumbent will be required to travel to and from a number of District locations on a regular basis as well as attend meetings and trainings in other locations within the County and State.~~

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

Never = 0%



## CLASSIFIED

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### **ASSOCIATE SUPERINTENDENT, BUSINESS SERVICES**

Seldom = 1-10% (<45 minutes)

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

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

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

Seldom lifting up to 25 lbs. at waist height, carrying up to 25 lbs. up to 10 feet, reach above shoulder, stooping and bending

Occasionally handling/simple grasping, standing

Frequently fingering/fine manipulation, sitting

### **AUDITORY OR VISUAL REQUIREMENTS**

Auditory ability to present information at meetings and communicate with coworkers, staff, vendors and others contacted within the course of performing the essential functions of the job. Vision ability to see near and distant.

### **REQUIRED TESTING**

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

### **CERTIFICATES**

Valid California Class C driver's license.

### **CONTINUING EDUCATION/TRAINING**

Participation in ongoing job-related training as assigned.

### **CLEARANCES**

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

### **FLSA STATUS**

Exempt

### **SALARY RANGE**

n/a

# SAN DIEGUITO UNION HIGH SCHOOL DISTRICT VACANCY REPORT 2/09/17

Classified Personnel

10 current/pending vacancies in 9 different job classifications

SITE	SLOT	JOB TITLE	Hrs/Wk	FTE	STATUS
FAC CON	AI851	Facilities Construction Planner	40	1.00	Selection interview March 2017
DO	AA556	Associate Superintendent-Business Services	40	1.00	Selection interview March 2017
FAC CON	AK978	Construction Projects Manager II	40	1.00	Selection interview 2/15/17
SDA	AA096	Secretary	40	1.00	Selection interview 2/13/17
TP	AA093	Secretary	40	1.00	Selection interview 2/15/17
PT Café	AA243	Nutrition Services Assistant I	10	0.25	Continuous recruitment
TP	AH447	Instructional Asssistant SpEd Severe	30	0.75	Selection interview 2/15/17
EW	AK185	Learning Commons Technician	40	1.00	Selection interview 2/10/17
DO	AI669	HRIS Support Analyst	40	1.00	Selection interview 3/6/17
EW	AE422	Health Technician	30	0.75	Selection interview 2/15/17

## PERSONNEL LIST

### CLASSIFIED PERSONNEL

#### Employment

1. **Coaches**, employment for the 2016-17 school year, effective July 1, 2016 through June 30, 2017, per attached supplement.
2. **Ma, Kam**, Nutrition Services Assistant I, SR25, 43.75% FTE, Torrey Pines High School, effective 01/31/17.
3. **Sabin, Marisa**, Instructional Assistant-SpEd (SH), SR36, 75.00% FTE, La Costa Canyon High School, effective 02/01/17.

#### Change in Assignment

1. **Crowe, Karen**, from Instructional Assistant-SpEd (NS), SR34, 48.75% FTE, Pacific Trails Middle School, to unpaid status and 39 month re-employment list, effective 01/28/17.
2. **Martinez, Ruben**, from Campus Supervisor, SR32, 48.75% FTE, San Dieguito High School Academy to 75.00% FTE, Sunset High School, effective 02/01/17.

#### Resignation

1. **Abdipour, Trudy**, School Bus Driver, SR38, 75.00% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/16/17.
2. **Beermann-Young, Ariel**, Instructional Assistant-SpEd (SH), SR36, 75.00% FTE, Oak Crest Middle School, resignation effective 03/02/17.
3. **Belford, Michelle**, Nutrition Services Assistant I, SR25, 25.00% FTE, Pacific Trails Middle School, effective 01/20/17.
4. **Chanchavac, Manuel**, School Bus Driver, SR38, 86.25% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/16/17.
5. **Davidson, Debbie**, Learning Commons Technician, SR40, 100.00% FTE, Oak Crest Middle School, resignation for the purpose of retirement, effective 06/23/17.
6. **Felthaus, Marsha**, Nutrition Services Supervisor, Supervisory SR4, 75.00% FTE, Carmel Valley Middle School, resignation for the purpose of retirement, effective 03/31/17.
7. **Gaul, Patricia**, Director of Student Information Services, Management G5,R4, 100.00% FTE, District Office, resignation for the purpose of retirement, effective 06/30/17.
8. **Hernandez, Manuel**, Grounds Maintenance Worker II, SR39, 100.00% FTE, Facilities Department, resignation for the purpose of retirement, effective 06/30/17.
9. **Kwok, Shirley**, Nutrition Services Assistant II, SR27, 48.75% FTE, Carmel Valley Middle School, resignation for the purpose of retirement, effective 06/16/17.
10. **McCauley, Lucienne**, Facilities Planning Analyst, SR62, 100.00% FTE, Facilities-Construction Department, resignation for the purpose of retirement, effective 06/30/17.
11. **Molnar, Marcia**, Administrative Secretary-Middle School, SR38, 100.00% FTE, Oak Crest Middle School, resignation for the purpose of retirement, effective 06/23/17.
12. **Pruetzel, Thomas**, School Bus Driver, SR38, 76.00% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/16/17.
13. **Rock, Julie**, Administrative Assistant-High School, SR44, 100.00% FTE, Torrey Pines High School, resignation for the purpose of retirement, effective 06/30/17.
14. **Shone, Beverly**, Administrative Assistant, SR42, 100.00% FTE, Oak Crest Middle School, resignation for the purpose of retirement, effective 06/30/17.
15. **Slipper, Vera**, Instructional Assistant-SpEd (NS), SR34, 37.50% FTE, Torrey Pines High School, resignation for the purpose of retirement, effective 01/10/17.

16. **Thornton, Russell**, Chief Facilities Officer, Management G5,R8, 100.00% FTE, Facilities-Construction Department, resignation for the purpose of retirement 05/31/17.
17. **Underhill, Carolyn**, Nutrition Services Coordinator, Supervisory SR10, 100.00% FTE, Canyon Crest Academy, resignation for the purpose of retirement, effective 06/23/17.
18. **Wease, Nancy**, Secretary, SR36, 100.00% FTE, La Costa Canyon High School, resignation for the purpose of retirement, effective 06/30/17.

sj  
02/02/17  
classbdagenda

**Coach**

1. **Fisher, Trace**, Gymnastics, La Costa Canyon High School, Spring Season, effective 1/15/17.