

Notice of Public Meeting
October 7, 2014
8:30 a.m.
1st floor conference room
District Office

AGENDA

I. CALL TO ORDER

1. Approval of Minutes—October 1, 2014

II. WRITTEN AND ORAL COMMUNICATION

- A. Commissioners
- B. Administration
- C. Employees
- D. Citizens

III. ACTION ITEMS

- A. Approval of Eligibility Lists:
 1. EDP/Preschool Teacher
 2. Instructional Assistant- IBI
- B. Approval of Revised Job Description *Original and Draft*:
 1. Campus Security Staff
 2. Campus Security Lead
 3. Instructional Assistant – Special Education
 4. Instructional Assistant – Special Education – IBI
 5. Instructional Assistant – Physical Education
 6. Originals – Director of Accounting, District Accountant, Director of Business & Administration. Draft – Director of Fiscal Services

IV. MEETING SCHEDULE

1. Regularly scheduled meeting Tuesday, November 4, 2014, 8:30am at District Office, first floor conference room.

V. ADJOURNMENT

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Any individual with a disability who requires accommodation to participate in a Personnel Commission meeting may request assistance by contacting, Carolyn Seaton, Executive Director of Human Resources, 325 S. Peck Ave. Manhattan Beach, CA 90266, Phone (310) 318-7345, Ext. 5915 OR Fax (310) 303-3824

Manhattan Beach Unified School District
PERSONNEL COMMISSION MINUTES

October 1, 2014

The meeting was called to order at 8:35 a.m.

Attendees:

<u>Commissioners:</u>	Vida Holguin and Charles Southey
<u>Absent:</u>	Cynthia Strand
<u>District Staff:</u>	Carolyn Seaton, Executive Director, Human Resources, Dr. Michael Matthews, Superintendent, Monica Ford, HR Technician and Anna Frankel, HR Technician
<u>CSEA Representatives:</u>	None
<u>Employees:</u>	None

I. APPROVAL OF MINUTES-September 9, 2014

- A. Mr. Southey motioned to approved, seconded by Ms. Strand and unanimously approved by the Commissioners.

II. WRITTEN AND ORAL COMMUNICATION

- B. Commissioners: None
- C. Administration: Dr. Matthews stated the new CFO Dawnalyn Murakawa-Leopard hired 10/1/2014 replacing Rick Bagley.
- D. Employees: None
- E. Citizens: None

III. ACTION ITEMS

- A. Approval of Eligibility List: EDP/Preschool Teacher
 - 1. Ms. Holguin motioned to approve, seconded by Mr. Southey and unanimously approved by the Commissioners.
- B. Approval of Eligibility List: Instructional Assistant- IBI
 - 1. Ms. Holguin motioned to approve, seconded by Mr. Southey and unanimously approved by the Commissioners.
- C. Approval of Job Description: Director of Fiscal Services
 - 1. Dr. Matthews stated the position was called 'Director of Accounting' before it was eliminated. Ms. Holguin requested reviewing the other job description that was used create the 'Director of Fiscal Services' job description.

IV. MEETING SCHEDULE

1. Next regular meeting is November 4, 2014, 8:30am at District Office 1st floor conference room.

V. ADJOURNMENT-The meeting was adjourned at 8:43a.m.

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

CAMPUS SECURITY STAFF

ORIGINAL

DEFINITION

Under the general supervision of the school administrator(s), the campus security staff patrols campus buildings, fields, grounds and parking areas to enforce school rules; maintains a safe school environment and protects the safety and security of students, staff and property; and makes recommendations on security operations and procedures.

EXAMPLE OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Supervises and monitors all student activities before, during and after school including athletic and co-curricular events, snack and lunch time activities. E
 - Supervises and maintains order throughout all campus facilities, hallways, restrooms. E
 - Maintains order and performs other assigned duties in the cafeteria and/or outside eating areas and throughout the campus. E
 - Renders first aid in an emergency. E
 - Reports details of all accidents of any kind to a school administrator, principal or school office manager in order that a complete accident report will be prepared according to District regulations. E
 - Knows and follows the established procedures in case of accidents or injuries. E
 - Provides student and staff escort as directed. E
 - Maintains constant radio communication. E
 - Is alert to safety factors throughout the campus and reports unsafe conditions to supervisor. E
 - Under administrator's supervision, questions students on safety, security and compliance with school rules. E
 - Intervenes when pupils do not comply with school rules, in accordance with principal/teacher direction, e.g., through conflict resolution techniques, loss of privileges, or referral. E
 - Prevents unlawful entry and exit. E
 - Patrols campus on foot (including parking lots) to check for unauthorized persons and unsecured facilities, to prevent disruptive activities, property damage, and theft. E
 - Questions strangers on campus and offers assistance as appropriate. E
 - Inspects grounds and facilities for proper security and alarm operations. E
 - Contacts appropriate administrators and law enforcement for support. E
 - Responds to alarms and assists in investigation of suspected criminal incidents. E
 - Confers with staff, students and law enforcement on security issues. E
 - Reports and records incidents of student misbehavior, theft and accidents. E
 - Cooperates with security team in the identification of threats and problem areas, adjusts routes/times as necessary. E
 - Remains current in security techniques, safety and school rules. E
- * **Tasks statements coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.**

LICENSE REQUIRED

Possession of a valid and appropriate California Driver’s License or California identification
Possession of valid First Aid and CPR certificates. (Training provided by MBUSD following
employment.)

SKILLS

Ability to speak a language in addition to English is desirable.
Ability to operate basic 2-way radio. E

ORIGINAL

QUALIFICATIONS

<p>Knowledge of:</p> <ul style="list-style-type: none"> • District and school rules related to student behavior, school security, access and conduct on school grounds • Crowd control and intervention techniques • Conflict resolution techniques • Investigative and reporting procedures • Cultural differences and principles of good public relations • Record keeping and reporting, especially on-campus incidents 	<p>Ability to:</p> <ul style="list-style-type: none"> • Use good judgment when intervening in student behavior • Remain calm and objective in stressful and dangerous situations • Recognize illegal activities, controlled substances and weapons • Remember names, faces, behavior patterns and retain facts • Write basic reports • Recognize potentially dangerous situations and alert supervisor • Establish and maintain effective working relationships with students, staff, parents, law enforcement agencies and the community • Speak clearly and communicate tactfully with students, faculty, staff and community • Understand and carry out oral and written instructions • Take appropriate action to break up fights for self-protection and protection of others • Work nights and weekends as necessary • Perform CPR and simple first aid
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TRAINING AND EXPERIENCE

Prior campus supervision or experience in security work, law enforcement or closely related field is desirable.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

ORIGINAL

PHYSICAL DEMANDS	ASSOCIATED TASKS
<p>Vision: (which may be corrected)</p> <p>Read small print</p> <p>See small objects at a distance of 3 feet</p> <p>Use peripheral vision</p>	<p>To perform tasks such as to:</p> <p>Read</p> <p>Observe activities for potential dangers</p>
<p>Hearing: (which may be corrected)</p> <p>Hear sounds which warn of potential danger</p> <p>Have tolerance to be exposed to noisy conditions</p>	<p>To perform tasks such as to:</p> <p>Respond and alert students and staff</p> <p>Perform duties in crowded situations</p>
<p>Speech:</p> <p>Speak with a level of proficiency, clarify and volume to be understood in face-to-face public contact and at a distance of 50 feet</p>	<p>To perform tasks such as to:</p> <p>Maintain safety and crowd control</p>
<p>Upper Body Mobility:</p> <p>Manipulate fingers, twist and bend hands at wrist and elbow</p> <p>Extend arms outward and upward</p> <p>Turn, raise, and lower head, twist and bend at torso</p>	<p>To perform tasks such as to:</p> <p>Perform first aid, write reports</p> <p>Perform CPR, apprehend or subdue persons as appropriate</p> <p>View from different angles</p>
<p>Lower Body Mobility:</p> <p>Walk on uneven terrain</p> <p>Climb stairs</p> <p>Bend at waist</p>	<p>To perform tasks such as to:</p> <p>Patrol campus</p> <p>Lift and move objects</p>

<p>Stamina:</p> <p>Walk or stand for extended periods of time</p> <p>Climb flights of stairs</p> <p>Run quickly for brief spurts</p>	<p>To perform tasks such as to:</p> <p>Patrol campus</p> <p>Intervene in urgent situations</p>
<p>Smell:</p> <p>Distinguish strong odors</p>	<p>To perform tasks such as to:</p> <p>Detect presence of controlled substances</p>
<p>Environmental Requirements:</p> <p>Exposure to sun, rain, wind</p> <p>Work independently</p>	<p>To perform tasks such as to:</p> <p>Supervise students out of doors</p> <p>Complete tasks without immediate supervision</p>
<p>Mental Requirements:</p> <p>Read, write, understand and interpret</p> <p>Judgment</p> <p>Learn quickly and follow procedures</p>	<p>To perform tasks such as to:</p> <p>Read manuals and policies, write reports</p> <p>Work with students, staff and community</p> <p>Comply with District standards</p>

ORIGINAL

Other Conditions of Continued Employment:

- Communicate clearly in written and oral English
- Participate in employer mandated training and retraining programs
- Comply with District dress standard
- Comply with rules and regulations of the Classified Service and provisions of labor agreements

MINIMUM QUALIFICATIONS

High School graduation or equivalent is required.

REPORTS TO: Principal or designee

Approved by Personnel Commission: 9/8/97
 Approved by Board of Trustee: 9/24/97



Manhattan Beach
Unified School District

CAMPUS SECURITY STAFF

Department/Division:	Operations and Related Classes
Reports To:	Site Administrator
Provides Direction To:	NA
FLSA Exemption Status:	Classified Bargaining Unit
Date Prepared:	July 9 , 2014
Date Approved by Personnel Commission:	
Date Adopted by Board:	
Salary Range:	Range 9

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under general supervision of the site administrator or assigned administrator, maintains and promotes a safe and secure environment for staff, students, visitors and property on a secondary school campus; enforces District rules and regulations related to the use of facilities, buildings and grounds; patrols campus buildings, locker rooms, fields, grounds, and parking areas to enforce school rules; provides a preventative presence and facilitates communications between students and school staff to enhance understanding and promote a safe and secure environment. General direction, supervision, and evaluation are provided by an assigned site administrator.

DISTINGUISHING CHARACTERISTICS

The Campus Security Staff position is the first in a two-level career path encompassing school campus security and promoting positive student behaviors. The incumbent must be current in security techniques, safety and school rules. Campus Security Staff must work cooperatively and productively with a diverse population of internal and external staff, students, visitors, and community members. Campus security assigned to the boys' locker room will be a male employee; campus security assigned to the girls' locker room will be a female employee.

ESSENTIAL DUTIES AND REPSONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Communicates on a daily basis with the Campus Security Lead; maintains constant radio communication
- Monitors student conduct to attempt to prevent vandalism, theft and other illegal activities and promote a safe and secure environment

- Supervises and monitors all student activities before, during and after school including athletic and co-curricular events, snack and lunch time activities
- Observes student behavior, recognizing potential for physical confrontations or violence; mediates to prevent violence; detains and escorts students to the appropriate administrator when necessary
- Performs patrol of school buildings, including locker room facilities, grounds, and parking areas to maintain order and safety, and provide a preventative presence to attempt to prevent illegal acts
- Checks and secures doors, rooms and buildings and safeguard equipment; opens and closes campus gates, locker rooms, lockers and classrooms as needed; inspects for vandalism, illegal entry, theft and fire
- Insures safe and secure locker room facilities; assists in the management of student lockers, reports misuse of; assures that non-authorized students are kept out of locker area
- Patrols campus on foot (including parking lots) to check for unauthorized persons, including students, and unsecured facilities, to prevent disruptive activities, property damage, and theft
- Provides appropriate leadership for students to earn their respect and cooperation in following directions and school rules; works with students to enhance positive behavior; assists in providing support network for students
- Facilitates communication between and among students, school and District officials and staff, parents, and law enforcement personnel to enhance understanding and promote a safe and secure environment
- Reports details of all accidents of any kind to a site administrator or school office manager in order that a complete accident report will be prepared according to District regulations; knows and follows the established procedures in case of accidents or injuries
- Responds to emergencies or contacts emergency agencies according to established guidelines; renders first aid in an emergency
- Confers with a wide variety of individuals concerning student conduct; assists students with special needs; intervenes when pupils do not comply with school rules, in accordance with site administrator/teacher direction, e.g., through conflict resolution techniques, loss of privileges, or referral; responds to teacher request for assistance in the classroom
- Observes and checks students or visitors who appear to be loitering and are out of class and determines appropriate action; identifies students in violation of school rules and regulations including attendance issues, possession of controlled substances, alcohol, weapons and takes appropriate action
- Observes and reports hazards or activities which might endanger students or personnel
- Assists site administrator(s) to conduct searches according to established District procedures; assists site administration, other campus security staff and law enforcement personnel in investigation and apprehension of persons committing rule or law violations
- Confers with site administration, staff, students and law enforcement on security issues; identifies threats and problem areas; adjusts routes/times as necessary
- Performs a variety of routine clerical work involving recordkeeping, telephone and preparing reports involving student referrals, crimes or incidents and accidents; writes clear and concise reports of incidents
- Remains current in security techniques, safety and school rules
- Perform related work as assigned

QUALIFICATIONS

Knowledge of:

- Applicable federal, state, city, county and District laws, rules and regulations
- School Safety Plan
- Crisis prevention and intervention skills
- District organization and school rules related to student behavior, school security, access and conduct on school grounds
- Basic law enforcement, surveillance, security and safety procedures
- Crowd control and vehicle control procedures and intervention techniques
- Investigative techniques and reporting procedures
- Record keeping techniques; basic math skills; sufficient writing skills to prepare incident reports
- Principles of radio voice communications
- Operate standard office equipment, including a computer and assigned software, and iPads, preferred.
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills in English
- Behavior, needs and characteristics of adolescents
- Behavior management strategies and techniques including conflict resolution
- Sufficient interpersonal skills to deal with normal and possible confrontational situations, influence, student behavior, to facilitate group discussions among students, to work with students from diverse cultures and backgrounds, and to assist with counseling; interpersonal skills using tact, patience and courtesy
- CPR/First Aid
- AED (Automatic Electronic Defibrillator) machine usage

Ability to:

- Perform all essential duties of the position with general supervision at an assigned school site or other District facility
- Learn, interpret, explain, and apply District rules, regulations, policies, and procedures governing student behavior on school properties
- Work independently and collaboratively with limited supervision; respond to emergencies
- Assess situations, interpret student behavior, and apply appropriate measures to enforce school regulations
- Use good judgment when intervening in student behavior; be a positive role model to students
- Remain calm and objective in stressful and dangerous situations; respond appropriately to emergencies
- Recognize illegal activities, controlled substances and weapons
- Remember names, faces, behavior patterns and retain facts
- Recognize potentially dangerous situations and alert site administrator(s)
- Conform to uniform code or dress standard
- Establish and maintain effective working relationships with students, staff, parents, law enforcement agencies and the community
- Speak clearly and communicate tactfully and respectfully with students, faculty, staff and community

DRAFT

- Understand and carry out oral and written instructions in English; write reports in English
- Ability to speak, read, and write in English
- Be flexible and adapt positively to change
- Handle student problems with patience and tact; use positive reinforcement to help build students' self-esteem; maintain confidentiality
- Use appropriate defense measures to protect self or others in adverse situations
- Prepare descriptive reports and maintain records of problems or situations requiring intervention
- Operate a basic 2-way radio
- Work nights, weekends and holidays as necessary
- Perform CPR and simple first aid
- Use AED (Automatic Electronic Defibrillator) machine appropriately
- Operate a vehicle observing legal and defensive driving practices
- Establish and maintain cooperative and effective working relationships with others

EDUCATION, TRAINING, AND EXPERIENCE

Educational attainment equivalent to a high school diploma or its recognized equivalent, required. Additional coursework or training in psychology, criminal justice, and education for the adolescent and special needs students, preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. Prior campus supervision or experience in security work, law enforcement or closely related field is desirable.

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

Valid California C Driver's license throughout employment in a position in this classification

Possession of valid First Aid and CPR certificates

Attend blood-borne pathogen training

Attend Automatic Electronic Defibrillator (AED) machine training (Training provided by MBUSD within six (6) months following date of hire)

Certificate of completion of a 24-hour "School Security Guard Training" in accordance with Education Code 38001.5

Maintain current required licenses and certificates

Ability to speak Spanish, preferred

PHYSICAL AND MENTAL DEMANDS

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

PHYSICAL DEMANDS

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate a 2-way radio, objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on an occasional basis, objects which weigh as much as 75 pounds or more. The employee is regularly required to stand or walk for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, and crouch, climb stairs, and ramps of one or more stories above the ground. Employee must be able to run to respond to emergency situations. The employee is regularly required to hear and speak to exchange information in a proficient manner; distinguish strong odors which may warn of equipment malfunction or danger. The employee must be able to drive a vehicle.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability it adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to listen, to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee will occasionally deal with dissatisfied or quarrelsome individuals, including students and parents, intervene in fights and confrontations, and other emergency situations.

WORK ENVIRONMENT

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

Employees work in an indoor environment, including damp or wet areas, and regularly in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are occasionally subject to exposure to hazardous materials, fumes, and dust; exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical labor. The noise level is usually moderate, but occasionally loud.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

ORIGINAL

CAMPUS SECURITY LEAD

DEFINITION

Under the general supervision of the high school administration, the campus security lead assists in planning, organizing and coordinating the campus safety and security program; supervises, trains and directs security personnel; patrols campus buildings, fields, grounds and parking areas to enforce school rules; maintains a safe school environment and protects the safety and security of students, staff and school property; makes recommendations on security operations and procedures. *Incumbents serve as "lead worker" over other security personnel, however, they are not assigned formal supervisory responsibilities.*

EXAMPLE OF DUTIES*

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Assists administration in the operating procedures for security personnel. E
- Provides liaison between administration and security personnel. E
- Assists in the preparation of work schedules, deployment and coordination of campus security personnel. E
- Provides guidance and training to security personnel especially in the areas of approaching unauthorized persons, maintaining order, investigation and observation techniques and use of equipment. E
- Assumes a leadership role during emergencies. E
- Exercises correct judgment in the application of Federal and State laws, District policies and School rules. E
- Coordinates with School Resource Officer and local law enforcement when appropriate. E
- Patrols campus, including parking lot, on foot to check unauthorized persons and unsecured facilities, to prevent disruptive activities, property damage, and theft. E
- Reports unsafe situations.
- Inspects grounds and facilities for proper security and alarm operations.
- Contacts appropriate administrator and law enforcement for support. E
- Responds to alarms and assists in investigation of suspected criminal incidents. E
- Confers with staff, parents, students and law enforcement on security issues. E
- Maintains files and records of incidents, student behavior, theft and accident reports. E
- Reviews records to assist in the identification of threats and problem areas, adjusts routes/times as necessary, adjusts schedules according to security personnel availability, student activities, holidays and assigns personnel to shift and routes. E
- Remains current in security techniques, school rules. E

* **Tasks statements coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.**

LICENSE REQUIRED

Possession of a valid and appropriate California Driver's License.

Certification of completion of Police Officer Standards and Training is desirable in accordance with Section 832 of the Penal Code.

SKILLS

- Ability to operate a motor vehicle and safety equipment
- Ability to speak a language in addition to English is desirable
- Ability to operate hand tools is desirable

ORIGINAL

QUALIFICATIONS

Knowledge of:	Ability to:
<ul style="list-style-type: none">• District and school rules related to student behavior, school security, access and conduct on school grounds• Laws of arrest, search and seizure and evidence• California law relating to minors• Crowd control and intervention techniques• Conflict resolution techniques• Investigative procedures• Cultural differences and principles of good public relations• Record keeping and reporting• Simple maintenance procedures	<ul style="list-style-type: none">• Use good judgment in the control of student behavior• Maintain objectivity in stressful and dangerous situations• Recognize illegal activities, controlled substances and weapons• Remember names, faces, behavior patterns and retain facts• Write concise and descriptive reports• Analyze potentially dangerous situations and take appropriate action• Establish and maintain effective working relationships with students, staff, parents, law enforcement agencies and the community• Plan and organize work for self and others• Speak clearly and communicate tactfully with students, faculty, staff and community• Understand and carry out oral and written instructions• Use physical restraint to break up fights and for self-protection and protection of others• Work nights and weekends as necessary• Perform CPR and simple first aid

TRAINING AND EXPERIENCE Two years of experience in security work, law enforcement or closely related field. Experience in a lead or supervisory role is highly desirable.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

PHYSICAL DEMANDS	ASSOCIATED TASKS
<p>Vision: (which may be corrected)</p> <p>Read small print</p> <p>See small objects at a distance of 3 feet</p> <p>Use peripheral vision</p>	<p>To perform tasks such as to:</p> <p>Read and research</p> <p>Observe activities for potential dangers</p> <p>Observe activities for potential dangers</p>
<p>Hearing: (which may be corrected)</p> <p>Hear sounds which warn of potential danger</p> <p>Have tolerance of exposure to noisy conditions</p>	<p>To perform tasks such as to:</p> <p>Respond and alert students and staff to danger</p> <p>Perform duties in crowded situations</p>
<p>Speech:</p> <p>Speak with a level of proficiency, clarity and volume to be understood in face-to-face public contact and at a distance of 50 feet</p>	<p>To perform tasks such as to:</p> <p>Maintain safety and crowd control</p>
<p>Upper Body Mobility:</p> <p>Manipulate fingers, twist and bend hands at wrist and elbow</p> <p>Extend arms outward and upward</p> <p>Use hands and arms to lift objects</p> <p>Turn, raise and lower head, twist and bend at torso</p>	<p>To perform tasks such as to:</p> <p>Perform first aid, write reports</p> <p>Perform CPR, apprehend or subdue persons as appropriate</p> <p>View from different angles</p>
<p>Lower Body Mobility:</p> <p>Walk on uneven terrain</p> <p>Climb stairs</p> <p>Bend at waist</p>	<p>To perform tasks such as to:</p> <p>Patrol campus</p> <p>Lift and move objects</p>
<p>Strength and Agility:</p> <p>Possess sufficient strength, agility and training</p>	<p>To perform tasks such as to:</p> <p>Intervene in physical altercations or threats to student/staff safety</p>
<p>Stamina:</p> <p>Walk or stand for extended period of time</p> <p>Climb flights of stairs</p> <p>Run quickly for brief spurts</p>	<p>To perform tasks such as to:</p> <p>Patrol campus</p> <p>Intervene in urgent situations</p>

Smell: Distinguish strong odors	To perform tasks such as to: Detect presence of controlled substances
Environmental Requirements: Exposure to sun, rain, wind Work independently	To perform tasks such as to: Supervise students out-of-doors Complete tasks without immediate supervision
Mental Requirements: Read, write, understand and interpret Judgment Learn quickly and follow procedures	To perform tasks such as to: Read manuals and policies Write reports Work with students, staff and community Comply with District standards

Other Conditions of Continued Employment:

- Communicate clearly in written and oral English
- Obtain and maintain licenses in current status
- Participate in training
- Conform to a uniform code or dress standard
- Comply with rules and regulations of the Classified Service and provisions of labor agreement

MINIMUM QUALIFICATIONS

High school graduation or equivalent is required. Additional training and college level course work in law enforcement are desirable.

REPORTS TO: Principal or designee

Date approved by Personnel Commission: 10/28/96

Date approved by Board of Trustee: 11/13/96



Manhattan Beach
Unified School District

CAMPUS SECURITY LEAD

Department/Division:	Operations and Related Classes
Reports To:	Site Administrator
Provides Direction To:	NA
FLSA Exemption Status:	Classified Bargaining Unit
Date Prepared:	July 15, 2014
Date Approved by Personnel Commission:	
Date Adopted by Board:	
Salary Range:	Range 23

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under the general supervision of the site administrator or assigned administrator, the Campus Security Lead assists in planning, organizing and coordinating the campus safety and security program; supervises, trains and directs security personnel; patrols campus buildings, locker rooms, fields, grounds and parking areas to enforce school rules; maintains a safe school environment and protects the safety and security of students, staff and school property; makes recommendations on security operations and procedures. General direction, supervision, and evaluation are provided by an assigned site administrator.

DISTINGUISHING CHARACTERISTICS

The Campus Security Lead position is the second in a two-level career path encompassing school campus security and promoting positive student behaviors. The incumbent must be current in security techniques, safety and school rules. The Campus Security Lead must work cooperatively and productively with a diverse population of internal and external staff, students, visitors, and community members. The Campus Security Lead requires demonstrated skills in leading a small team, participating in staff development on conflict resolution, and establishing and monitoring student behavioral objectives. The incumbent serves as “lead” over other security personnel, however, the Campus Security Lead is not assigned formal supervisory responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists administration in the operating procedures for security personnel
- Provides liaison between administration and security personnel

- Communicates on a daily basis with the site administrator(s); maintains constant radio communication
- Reviews camera for campus incidents
- Assists in the preparation of work schedules, deployment and coordination of campus security personnel
- Provides guidance and training to security personnel especially in the areas of approaching unauthorized persons, maintaining order, investigation and observation techniques and use of equipment
- Exercises correct judgment in the application of federal and state laws, District policies and school rules
- Coordinates with School Resource Officer and local law enforcement when appropriate
- Patrols campus on foot (including parking lots and locker facilities) to check for unauthorized persons, including students, and unsecured facilities, to prevent disruptive activities, property damage, and theft
- Inspects grounds and facilities for proper security and alarm operations
- Contacts appropriate administrator and law enforcement for support
- Responds to alarms and assists in investigation of suspected criminal incidents
- Confers with staff, parents, students and law enforcement on security issues
- Maintains files and records of incidents, student behavior, theft and accident reports
- Reviews records to assist in the identification of threats and problem areas, adjusts routes/times as necessary, adjusts schedules according to security personnel availability, student activities, holidays and assigns personnel to shift and routes
- Remains current in security techniques, school rules
- Facilitates communication between and among students, school and District officials and staff, security personnel, parents, and law enforcement personnel to enhance understanding and promote a safe and secure environment
- Assumes a leadership role in responding to emergencies or contacts emergency agencies according to established guidelines; renders first aid in an emergency
- Observes and reports hazards or activities which might endanger students or personnel
- Assists site administrator(s) to conduct searches according to established District procedures; assists site administration, other campus security staff and law enforcement personnel in investigation and apprehension of persons committing rule or law violations
- Performs a variety of routine clerical work involving recordkeeping, telephone and preparing reports involving student referrals, crimes or incidents and accidents; writes clear and concise reports of incidents
- Remains current in security techniques, safety and school rules
- Perform the full range of duties of the Campus Security Staff
- Perform related work as assigned

QUALIFICATIONS

Knowledge of:

- Applicable federal, state, city, county and District laws, rules and regulations
- School Safety Plan
- Crisis prevention and intervention skills
- District organization and school rules related to student behavior, school security, access and conduct on school grounds
- Basic law enforcement, surveillance, security and safety procedures

- Crowd control and vehicle control procedures and intervention techniques
- Investigative techniques and reporting procedures
- Record keeping techniques; basic math skills; sufficient writing skills to prepare incident reports
- Principles of radio voice communications
- Operate standard office equipment, including a computer and assigned software, and iPads, preferred.
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills in English
- Behavior, needs and characteristics of adolescents
- Behavior management strategies and techniques including conflict resolution
- Sufficient interpersonal skills to deal with normal and possible confrontational situations, influence, student behavior, to facilitate group discussions among students, to work with students from diverse cultures and backgrounds, and to assist with counseling; interpersonal skills using tact, patience and courtesy
- CPR/First Aid
- AED (Automatic Electronic Defibrillator) machine usage

Ability to:

- Perform all essential duties of the position with general supervision at an assigned school site or other District facility
- Learn, interpret, explain, and apply District rules, regulations, policies, and procedures governing student behavior on school properties
- Work independently and collaboratively with limited supervision; respond to emergencies
- Assess situations, interpret student behavior, and apply appropriate measures to enforce school regulations
- Use good judgment when intervening in student behavior; be a positive role model to students
- Remain calm and objective in stressful and dangerous situations; respond appropriately to emergencies
- Recognize illegal activities, controlled substances and weapons
- Remember names, faces, behavior patterns and retain facts
- Recognize potentially dangerous situations and alert site administrator(s)
- Conform to uniform code or dress standard
- Establish and maintain effective working relationships with students, staff, parents, law enforcement agencies and the community
- Speak clearly and communicate tactfully and respectfully with students, faculty, staff and community
- Understand and carry out oral and written instructions in English; write reports in English
- Ability to speak, read, and write in English
- Be flexible and adapt positively to change
- Handle student problems with patience and tact; use positive reinforcement to help build students' self-esteem; maintain confidentiality
- Use appropriate defense measures to protect self or others in adverse situations
- Prepare descriptive reports and maintain records of problems or situations requiring intervention
- Operate a basic 2-way radio
- Work nights, weekends and holidays as necessary

- Perform CPR and simple first aid
- Use AED (Automatic Electronic Defibrillator) machine appropriately
- Operate a vehicle observing legal and defensive driving practices
- Establish and maintain cooperative and effective working relationships with others

EDUCATION, TRAINING, AND EXPERIENCE

Educational attainment equivalent to a high school diploma or its recognized equivalent, required. Additional coursework or training in psychology, criminal justice, and education for the adolescent and special needs students, preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. Two (2) years experience in campus supervision or experience in security work, law enforcement or closely related field is desirable. Experience in a lead or supervisory role is highly desirable.

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

Valid California C Driver's license throughout employment in a position in this classification

Possession of valid First Aid and CPR certificates

Attend blood-borne pathogen training

Attend Automatic Electronic Defibrillator (AED) machine training (Training provided by MBUSD within six (6) months following date of hire)

Certificate of completion of a 24-hour "School Security Guard Training" in accordance with Education Code 38001.5

Maintain current required licenses and certificates

Ability to speak Spanish, preferred

PHYSICAL AND MENTAL DEMANDS

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

PHYSICAL DEMANDS

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate a 2-way radio, objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on an occasional basis, objects which weigh as much as 75 pounds or more. The employee is regularly required to stand or walk for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, and crouch, climb stairs, and ramps of one or more stories above the ground. Employee must be able to run to respond to emergency situations. The employee is regularly required to hear and speak to exchange information in a proficient manner; distinguish strong odors which may warn of equipment malfunction or danger. The employee will intervene in physical altercations or threats to student/staff safety, and other urgent or emergency situations. The employee must be able to drive a vehicle.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability it adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to listen, to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee will occasionally deal with dissatisfied or quarrelsome individuals, including students and parents.

WORK ENVIRONMENT

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

Employees work in an indoor environment, including damp or wet areas, and regularly in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are occasionally subject to exposure to hazardous materials, fumes, and dust; exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical tasks and activities. The noise level is usually moderate, but occasionally loud.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

ORIGINAL

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT, SPECIAL EDUCATION

DEFINITION

Under supervision, to assist special education teachers and students in classroom and resource room operations; to work with special education students individually and in small groups in accordance with instructions; to maintain and respect requirements of student confidentiality; to provide record keeping support (exclusive of assigning student grades); to perform routine clerical duties; and to perform related work as required.

EXAMPLE OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Reinforce teacher instruction with small groups, individual students, and special education class. E
- Implement goals from the I.E.P. in accordance with teacher plans. E
- Demonstrate patience, understanding, sensitivity, sense of humor and positive attitude. E
- Demonstrate adaptability/flexibility in classroom/school situations. E
- Correct student work, record grades in accordance with teacher instructions. E
- Instruct and model appropriate social behaviors. E
- Interpret curriculum to develop materials, tests, and learning activities that meet student needs.
- Reinforce curriculum and maintain on-task behavior for special education students. E
- Document/gather information on student behavior through charting and progress reports. Discuss and follow-up with teacher specific learning strategies, behavior problems as they occur with individual students/groups. Implement behavior plans. E
- Operate AV equipment and office business machines. E
- Implement/maintain program activities and decorum in the temporary absence of teacher. E
- Communicate and serve as liaison for individual problems/concerns between general education teachers and special education teachers.
- Respond to emergency situations for unique student problems. E
- Prevent students from leaving campus or in engaging in unsafe situations. Escort students to class, lunch, and bus. E
- Implement disaster/emergency plans for student/staff. E
- Provide physical assistance to students.
- Participate in gross motor activities with students (some positions). E
- Reinforce sounds to help students with speech (some positions). E
- Perform related duties as assigned. E

* **Tasks statements coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.**

TRAINING AND EXPERIENCE

Any combination of training, education and experience which demonstrates possession of the knowledges and abilities stated above, and the ability to perform the duties of the position. A typical qualifying entrance background is experience assisting student(s) in a learning environment.

ORIGINAL

QUALIFICATIONS

<p>Knowledge of:</p> <ul style="list-style-type: none"> • Elementary and secondary level general curriculum; • Practical learning patterns and behavior; • Elementary concepts of child and adolescent development and of the respective behavior characteristics; • General needs and behavior of students at the elementary and secondary levels; • Correct English usage, spelling, grammar, and punctuation; • Reading and writing in English and phonics and basic reading principles; • Operation of standard office equipment; • Number concepts and general arithmetic to pre-algebra level; • Record-keeping techniques; • Appropriate safety precautions and procedures. 	<p>Ability to:</p> <ul style="list-style-type: none"> • Communicate effectively with students with special needs and motivate them to participate in learning activities; • Learn to assist teachers in teaching students who have special learning needs by watching teachers or specialists; • Learn and adapt to new procedures and conditions; • Recognize hazards to safety; • Learn laws, rules, practices, and procedures related to public education and related to the program to which assigned; • Perform routine clerical work; • Maintain accurate records; • Supervise students in classrooms, on field trips, and out-of-doors; • Understand and carry out oral and written instructions; • Establish and maintain effective relationships with those contacted in the course of work.
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PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

PHYSICAL DEMANDS	ASSOCIATED TASKS
<p>Vision: (which may be corrected)</p> <p>Read normal print</p> <p>Walk over uneven terrain and use peripheral vision</p>	<p>To perform tasks such as to:</p> <p>Read curriculum and grade student work</p> <p>Supervise students on playground</p>
<p>Hearing: (which may be corrected)</p> <p>Hear sounds which warn of potential danger</p> <p>Understand speech in classroom setting</p>	<p>To perform tasks such as to:</p> <p>Supervise students and respond to emergencies</p> <p>Instruct groups, respond to questions; listen and reinforce teacher lessons</p>

ORIGINAL

<p>Speech:</p> <p>Speak with a level of proficiency and volume to be understood in face-to-face public contact</p> <p>Speak with a level of proficiency and volume to be understood in a classroom</p> <p>Speak for prolonged periods</p>	<p>To perform tasks such as to:</p> <p>Communicate with teachers and students</p> <p>Instruct groups of students</p> <p>Instruct and supervise students</p>
<p>Upper Body Mobility:</p> <p>Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow, extend arms to reach outward and upward, use hands and arms to lift objects</p> <p>Turn, raise, and lower head, twist and bend at torso</p>	<p>To perform tasks such as to:</p> <p>Operate AV equipment, instruct students to use chalk, pencil, and pen, and to tie shoes, and assist with clothing</p> <p>Supervise students and grade papers</p>
<p>Lower Body Mobility:</p> <p>Walk on even surfaces</p> <p>Climb stairs</p> <p>Bend at waist and stoop</p> <p>Sit for prolonged periods of 50 minutes</p> <p>Step over objects</p>	<p>To perform tasks such as to:</p> <p>Supervise students in the classroom</p> <p>Follow disaster plan</p> <p>Operate office/AV equipment, provide physical assistance to students</p> <p>Instruct and supervise students</p> <p>Work in a classroom setting</p>
<p>Strength:</p> <p>To lift, push, pull, and/or carry objects which weigh as much as 50 pounds on an occasional basis</p>	<p>To perform tasks such as to:</p> <p>Assist, restrain, and assist in lifting students</p>
<p>Stamina:</p> <p>Run quickly for brief spurts</p> <p>Walk prolonged distances</p>	<p>To perform tasks such as to:</p> <p>Prevent student injury</p> <p>Supervise students outdoors</p>
<p>Environmental Requirements:</p> <p>Constant work interruptions</p> <p>Work around dirt/dust</p>	<p>To perform tasks such as to:</p>

<p>Environmental Requirements: (cont.)</p> <p>Work independently</p> <p>Work cooperatively with others</p> <p>Work inside</p>	<p>To perform tasks such as to: (cont.)</p> <p>Instruct groups of students in absence of teacher</p> <p>Coordinate activities with teachers and staff</p> <p>Perform all classroom duties</p>
<p>Mental Requirements:</p> <p>Read, write, understand, interpret, and apply moderately complex information</p> <p>Math skills at an 8th grade level</p> <p>Copying</p> <p>Analyzing</p> <p>Coordinating</p> <p>Use judgment and process information quickly and make quick decisions</p> <p>Learn quickly and follow verbal procedures and standards</p> <p>Place information in order of importance</p> <p>Listen</p> <p>Demonstrate</p> <p>Give verbal instruction</p>	<p>To perform tasks such as to:</p> <p>Read and understand curriculum</p> <p>Correct and grade papers</p> <p>Document information</p> <p>Develop and evaluate strategies with teachers</p> <p>Implement strategies</p> <p>Work safely and effectively with students</p> <p>Respond to difficult or emergency situations</p> <p>Understand questions and concerns of special students</p> <p>Reinforce teacher lessons</p>

Other Conditions of Continued Employment:

- Speak at a conversational level and demonstrate fluency and literacy in English
- Participate in employer mandated training and retraining programs
- Comply with rules and regulations of the Classified Service and provisions of labor agreements

Adopted: 10/25/95

Revised: 1/96



**Instructional Assistant –
Special Education**

Department/Division:	Special Education/Assigned Sites
Reports To:	Executive Director of Student Services/Assigned Administrator/Assigned Teachers
Provides Direction To:	NA
FLSA Exemption Status:	Classified Bargaining Unit
Date Prepared:	April 24, 2014
Date Approved by Personnel Commission:	
Date Adopted by Board:	
Salary Range:	Range 12

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under general supervision of the Executive Director—Student Services and/or assigned administrator and general direction of a certificated classroom teacher, provides instructional support and assistance to teachers and students assigned to a designated special education instructional program; performs a variety of support activities related to behavior management, social skills, and classroom instruction of special education students; assists in the preparation of instructional materials and provides routine clerical support; and performs other related work as required. Work direction, oversight and guidance are received from the certificated classroom teacher and the site administrator. General direction, supervision, and evaluation are provided by the site administrator and the Executive Director of Student Services.

DISTINGUISHING CHARACTERISTICS

The Instructional Assistant—Special Education are distinguished by the assignment of duties in the area of working with students in the Special Education Program. Incumbents assist teachers and specialists in an assigned special education classroom or program including Resource Specialist Program (RSP), Learning Handicapped, Severely Handicapped, Communicatively Handicapped, Special Day Class (SDC) or other related program, including the inclusion program. The Instructional Assistant—Special Education must demonstrate advanced knowledge, skill, and ability to work with special student populations.

ESSENTIAL DUTIES AND REPSONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

Instructional Assistant—Special Education

DRAFT

- Provides instructional support and assistance to teachers and students assigned to a designated special education instructional program; tutors individual or small groups of students, including basic and advanced levels of academic subjects, and reinforces instruction as directed by the teacher.
- Confers with classroom teachers and specialists to coordinate instructional efforts and implement Individualized Education Plans (IEP).
- Provides support for students who are fully included in regular education classes; accompanies and assists students in mainstreamed classes; takes notes for students as required; escorts students to and from restroom and classes as assigned.
- Adapts tools/materials necessary to perform class activities in integrated settings.
- Assists assigned teacher with the implementation of lesson plans; grades student tests and assignments; records grades; maintains student files as assigned; modifies materials and explains instructions and words; assures student understanding of classroom activities and assignments.
- Assists students in completing classroom assignments, homework and projects in various subject areas; ensures student understanding of classroom rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general academic guidance; assists students in the use of technology for educational purposes.
- Provides classroom support to the teacher by setting up work areas and displays, preparing bulletin boards, arranging furniture, operating audio-visual, technological and therapeutic equipment, and distributing and collecting paper, supplies and materials.
- Reinforces instruction to students with non-severe disabilities, including language, communication and behavioral problems; confers with teachers concerning programs and materials to meet the individual needs of special education students; assists student with meeting Individual Education Plans (IEP) goals and objectives, as assigned by case carrier.
- Observes and controls behavior of students in the classroom according to established policies and procedures; monitors and interacts/facilitates with students during outdoor, recess, lunch, physical education, recreational, group and other activities as assigned; assists teacher(s) on field trips; monitors and reports progress regarding student performance and behavior.
- Performs a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; documenting student progress by correcting assignments, collecting data and recording and charting functional curriculum based measurements.
- Operates a variety of classroom and office equipment such as, but not limited to copiers, overhead projectors, paper cutters, laminators, computers and assigned software, IPADS, preferred.

- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner; provides physical assistance to students, including wheelchairs, standers, wedges and other equipment or devices that enhance mobility; loads and unloads students onto buses, therapeutic tables, and toilets; communicates issues regarding students to the appropriate authority; responds to emergency situations for unique student problems.
- Assists students with hygiene, feeding, toileting and/or catheterization.
- Confers, as needed, with teachers concerning student needs. Alerts teacher to any special problems or information concerning students. Assists teachers and resource staff to develop and evaluate individual and group educational goals and objectives.
- Maintains the confidentiality of student records and information according to established guidelines.
- Attends assigned meetings, trainings, conferences and staff development.
- Perform related work as assigned.

QUALIFICATIONS

Knowledge of:

- Basic knowledge of the principles and practices of age appropriate student development and guidance applicable for an educational setting, including those relating to special education dealing with severe emotional, physical, and/or learning challenges.
- Strategies and techniques of assisting in the instruction of students with special needs.
- Special characteristics related to the supervision and motivation of special needs students in an instructional setting.
- Basic positive behavior intervention techniques.
- Working knowledge of the subjects taught in the District schools, both elementary and secondary, including math, grammar, spelling, language, reading and functional curriculum with sufficient competency to assist student with individual or group studies.
- Basic knowledge of teaching and instruction and behavior modification techniques and strategies.
- Basic clerical and record keeping processes.
- Special Education programs. Individualized Educational Program (IEP) goals and objectives for special education students.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills in English.
- Basic knowledge of computers, technology, multimedia, software applications and other classroom equipment to support learning, record information, and send communications.
- Safe practices in classroom and outdoor activities.
- Interpersonal skills using tact, patience and courtesy.

DRAFT

Ability to:

- Requires the ability to perform all essential duties of the position with general supervision at an assigned school site or other District facility.
- Assist teaching staff with implementation of instructional goals and activities, and special needs of severely handicapped students.
- Under the direction of teaching staff, assess the needs of individual students and develop instructional support techniques and materials to meet those needs.
- Lift and move handicapped students; assist handicapped students with personal care needs and activities.
- Upon receiving proper training, safely and skillfully operate equipment related to medical needs of students and perform specialized health care services.
- Assist student with developing independence and self- help skills
- Assist in the supervision of students in the classroom, outdoors and on field trips
- Recognize and effectively assist in responding to emergency and/or hazardous conditions
- Follow safety procedures.
- Respect the confidential nature of student records and reports. Refrain from discussing student’s problems outside of the classroom.
- Establish positive communication with students and maintain patience and tact in working with students with special physical and emotional needs.
- Perform routine clerical work, including typing, filing and duplicating materials; maintain accurate records.
- Understand and carry out oral and written instructions.
- Read, write, and communicate in English.
- Operate standard office and classroom equipment, including a computer and assigned software, and iPads, preferred.
- Establish and maintain cooperative and effective working relationships with others.

EDUCATION, TRAINING, AND EXPERIENCE

**Special Qualifications upon hire for positions at a school site pursuant to the Elementary and Secondary Education Act (ESEA)/ No Child Left Behind Act of 2001 (NCLB).*

Educational attainment equivalent to a high school diploma or its recognized equivalent.

Complete at least two (2) years of study at an institution of higher education (college level) or forty-eight (48) semester units or sixty (60) quarter units, including a math and an English class;

OR

Obtained an associate’s degree or higher degree;

OR

Meet a rigorous standard of quality and demonstrated, through an assessment, the knowledge and ability to assist in instruction (reading, writing and mathematics).

One year of paid or volunteer experience working with students in an educational setting, special needs students preferred, or any combination of training, education and experience

which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position.

** The Education, Training, and Experience requirements apply to all new employees hired on/after July 1, 2014.*

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

May require possession of a valid California C Driver's license.

May require and maintain valid first aid/CPR certification.

Incumbent must successfully obtain the Foundations in Autism Spectrum Disorders (FASD) Certificate within six (6) months of employment. The District will provide all incumbents in this job class with the training and certification program required to obtain the certification.

PHYSICAL AND MENTAL DEMANDS

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

PHYSICAL DEMANDS

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on a frequent basis, as much as 50 pounds or more, and up to 75 pounds or more on an occasional basis. Lift, carry, transfer, and push students in wheelchairs or students with orthopedic impairment. The employee is regularly required to stand or sit for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, crawl, crouch, make repetitive motions, climb up and down steps, stairs and ramps. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents.

WORK ENVIRONMENT

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

Employees regularly work in an indoor environment and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical labor. The noise level is usually moderate, but occasionally loud.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

INSTRUCTIONAL ASSISTANT, SPECIAL EDUCATION
INTENSIVE BEHAVIORAL INSTRUCTION

ORIGINAL

DEFINITION

Under general supervision administer Intensive Behavioral Instruction therapy to students in a school or home setting and to perform related work as required.

EXAMPLES OF DUTIES*

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Provide Intensive Behavioral Instruction therapy to select students. E
- Implement program modifications. E
- Attend I.B.I. clinics. E
- Attend I.E.P. meetings as needed. E
- Maintain and organize notebooks. E
- Implement goals from the I.E.P. in accordance with teacher plans. E
- Demonstrate adaptability/flexibility in classroom/school situations. E
- Demonstrate patience, understanding, sensitivity, sense of humor and positive attitude. E
- Collect data and record anecdotal therapy notes. E
- Instruct and model appropriate social behaviors. E
- Interpret curriculum to develop materials, tests, and learning activities that meet student needs. E
- Reinforce curriculum and maintain on-task behavior for special education students. E
- Document/gather information on student behavior through charting and progress reports. Discuss and follow-up with teacher specific learning strategies, behavior problems as they occur with individual students/groups. Implement behavior plans. E
- Operate AV equipment and office business machines. E
- Implement/maintain program activities and decorum in the temporary absence of teacher. E
- Communicate individual problems/concerns, review student data, report progress to supervisor. E
- Respond to emergency situations for unique student problems. E
- Prevent students from leaving campus or engaging in unsafe situations. Escort students to class, lunch, and bus (some positions). E
- Implement disaster/emergency plans for student/staff. E
- Provide physical assistance to students. E
- Participate in gross motor activities with students (some positions). E
- Reinforce sounds to help students with speech (some positions). E
- Perform related duties as assigned. E

* Task statements coded with the letter "E" are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.

TRAINING AND EXPERIENCE

Experience in Intensive Behavior Instruction or Discrete Trial Training with preschool or school age autistic students preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. A typical qualifying entrance background is experience in assisting student(s) in a learning environment.

ORIGINAL

QUALIFICATIONS

Knowledge of:

- Elementary and secondary level general curriculum;
- Practical learning patterns and behavior;
- Elementary concepts of child growth and adolescent behavior characteristics, particularly pertaining to students with special learning needs;
- Behavior management strategies and techniques relating to students who experience atypical control problems;
- Correct English usage, spelling, grammar, and punctuation;
- Reading and writing in English and phonics and basic reading principles;
- Operation of standard office equipment;
- Number concepts and general arithmetic to pre-algebra level;
- Record-keeping techniques;
- Appropriate safety precautions and procedures.

Ability to:

- Communicate effectively with students with special needs and motivate them to participate in learning activities;
- Learn to assist teachers in teaching students who have special learning needs by watching teachers or specialists;
- Learn and adapt to new procedures and conditions;
- Recognize hazards to safety;
- Learn laws, rules, practices, and procedures related to public education and related to the program to which assigned;
- Perform routine clerical work;
- Maintain accurate records;
- Supervise students in classrooms, on field trips, and out-of-doors;
- Understand and carry out oral and written instructions;
- Establish and maintain effective relationships with those contacted in the course of work;

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

<u>PHYSICAL DEMANDS</u>	<u>ASSOCIATED TASKS</u>
<p><u>Vision:</u> (which may be corrected) Read normal print Walk over uneven terrain and use peripheral vision</p>	<p><u>To perform tasks such as to;</u> Read curriculum and grade student work Supervise students on playground</p>
<p><u>Hearing:</u> (which may be corrected) Hear sounds which warn of potential danger Understand speech in classroom setting</p>	<p><u>To perform tasks such as to ;</u> supervise students and respond to emergencies Instruct groups, respond to questions, listen and reinforce teacher lessons</p>
<p><u>Speech:</u> Speak with a level of proficiency and volume to be understood in face-to-face public contact Speak with a level of proficiency and</p>	<p><u>To perform tasks such as to;</u> Communicate with teachers and students Instruct groups of students Instruct and supervise students</p>

<p>volume to be understood in classroom Speak for prolonged periods</p>	
<p><u>Upper Body Mobility;</u> Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow, extend arms to reach outward and upward, use hand and arms to lift objects Turn, raise and lower head, twist and bend at torso</p>	<p><u>To perform tasks such as to;</u> Operate AV equipment, instruct students to use chalk, pencil, pen, to tie shoes, and assist with clothing Supervise students and grade papers</p> <p>ORIGINAL</p>
<p><u>Lower Body Mobility;</u> Walk on even surfaces Climb stairs Bend at waist and stoop Sit for prolonged periods of 50 minutes Step over objects</p>	<p><u>To perform tasks such as to;</u> Supervise students in classroom Follow disaster plan Operate office/AV equipment, Provide physical assistance to students, and follow disaster plan Instruct and supervise students Work in classroom setting</p>
<p><u>Strength</u> To lift, push, pull, and/or carry objects which weigh as much as 50 pounds on an occasional basis</p>	<p><u>To perform tasks such as to;</u> Assist, restrain, and assist in lifting students</p>
<p><u>Stamina;</u> Run quickly for brief spurts Walk prolonged distance</p>	<p><u>To perform tasks such as to;</u> Prevent student injury Supervise students outdoors</p>
<p><u>Environmental Requirements;</u> Constant work interruptions Work around dirt/dust Work independently Work cooperatively with others Work inside</p>	<p><u>To perform tasks such as to;</u> Instruct and supervise students Supervise students outdoors Instruct groups of students in absence of teacher Coordinate activities with teachers and staff Perform all classroom duties</p>
<p><u>Mental Requirement;</u> Read, write, understand, interpret, and apply moderately complex information Math skills at an 8th grade level Copying Analyzing Coordinating Judgment and process information quickly and make quick decisions Learn quickly and follow verbal procedures and standards Place information in order of importance Listen Demonstrate Give verbal instruction</p>	<p><u>To perform tasks such as to;</u> Read and understand curriculum Correct and grade papers Document information Develop and evaluate strategies with teachers Implement strategies Work safely and effectively with students Instruct and supervise students Respond to difficult or emergency situations Understand questions and concerns of special students Reinforce teacher lessons Instruct and supervise students</p>

Instructional Assistant, Special Ed., I.B.I. ,pg. 4

ORIGINAL

Other conditions of Continued Employment:

- Speak at a conversational level and demonstrate fluency and literacy in English
- Participate in employer-mandated training and re-training programs
- Comply with rules and regulations of the Classified Service and provisions of labor agreements



Manhattan Beach
Unified School District

**Instructional Assistant,
Special Education--
Intensive Behavioral Instruction**

DRAFT

Department/Division:	Special Education/Assigned Sites
Reports To:	Executive Director of Student Services/Assigned Administrator/Assigned Teachers
Provides Direction To:	NA
FLSA Exemption Status:	Classified Bargaining Unit
Date Prepared:	May 27, 2014
Date Approved by Personnel Commission:	
Date Adopted by Board:	
Salary Range:	Range 17

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under general supervision of the Executive Director—Student Services and/or assigned administrator and general direction of a classroom teacher and specialists, provide instructional support and intensive behavioral instruction assistance to students who have Autism Spectrum Disorder (ASD), emotional disturbance, or severe intellectual disabilities who are exhibiting aggressive behaviors; uses de-escalation techniques and controls stimuli in the learning environment that may trigger students; implements supportive interventions; and performs other related work as required. Work direction, oversight and guidance are received from the certificated classroom teacher and the site administrator. General direction, supervision, and evaluation are provided by the site administrator and the Executive Director of Student Services.

DISTINGUISHING CHARACTERISTICS

The Instructional Assistant, Special Education—Intensive Behavioral Instruction classification is distinguished from other instructional assistant positions by the advanced knowledge of behavior management techniques specific to individuals who have emotional disturbance, Autism Spectrum Disorder (ASD) or intellectual disabilities. Incumbents of this classification would be assigned to students who are demonstrating severe behaviors as a result of their emotional disturbance, ASD, or intellectual disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Supports the student in all aspects of the school day.

DRAFT

- Applies behavior management and Applied Behavioral analysis (ABA) techniques which are evidence-based for student exhibiting aggressive behaviors due to their emotional disturbance, ASD, or intellectual disabilities.
- Implements supportive interventions designed to complement the student's Behavior Support Plan (BSP).
- Assists with social skill development techniques.
- Recognizes the beginning signs of escalation and intervenes and redirects the student.
- Adjusts classroom or learning environment to controls stimuli that may trigger students.
- Restrains volatile students appropriately using techniques learned in training.
- Follows the Behavior Support Plan (BSP) developed for the students.
- Confers with classroom teachers and specialists to coordinate instructional efforts and implement Individualized Education Plans (IEP); provides feedback regarding student progress in attainment of individualized goals.
- Assists students in completing classroom assignments, homework and projects in various subject areas; ensures student understanding of classroom rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general academic guidance; assists students in the use of technology for educational purposes.
- Provides support for students who are fully included in regular education classes; accompanies and assists students in mainstreamed classes.
- Implements program modifications; adapts tools/materials/homework necessary to perform class activities in integrated settings; utilizes appropriate methods of instruction to achieve goals and objectives set forth in the IEP.
- Monitors, observes, and supports an individual or small group of students in a variety of settings for the purpose of maintain a learning environment conducive to the implementation of each Individualized Education Plan (IEP).
- Collects data, prepares summaries, and records anecdotal notes.
- Implements emergency crisis management techniques and plans for student/staff; keeps pace with students who are exhibiting flight behaviors; assists with student supervision; escorts students to class, lunch, recess, and nutrition.
- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner; provides physical assistance to students, including wheelchairs, standers, wedges and other equipment or devices that enhance mobility; loads and unloads students onto buses, therapeutic tables, and

toilets; communicates issues regarding students to the appropriate authority; responds to emergency situations for unique student problems.

- Provides assistance in self-help training in feeding, grooming, brushing teeth, toilet training and/or catheterization, and changing diapers, and other hygiene related tasks.
- Confers, as needed, with teachers concerning student needs. Alerts teacher to any special problems or information concerning students. Assists teachers and resource staff to develop and evaluate individual and group educational goals and objectives.
- Maintains the confidentiality of student records and information according to established guidelines.
- Attends assigned meetings, trainings, conferences and staff development, including IBI training.
- Administers first aid and /or CPR.
- Maintains therapy schedules and is dependable and punctual.
- Perform related work as assigned.

QUALIFICATIONS

Knowledge of:

- Child guidance principles and practices of Applied Behavior Analysis (ABA) including the special needs and requirements of students with Autism Spectrum Disorder (ASD), emotional disturbance, and intellectual disabilities.
- Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Social Skills Training (SST), Functional Behavior Analysis and Behavior Support Plan.
- Behavior management strategies and techniques relating to students who experience atypical control problems.
- Emergency crisis management techniques.
- Strategies and techniques of assisting in the instruction of students with special needs.
- Working knowledge of the subjects taught in the District schools, both elementary and secondary, including math, grammar, spelling, language, reading and functional curriculum with sufficient competency to assist student with individual or group studies.
- Record keeping and report preparation techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills in English.
- Basic knowledge of computers, technology, multimedia, software applications and other classroom equipment to support learning, record information, and send communications.
- Health and safety practices, regulations and hygiene standards.
- Applicable laws, regulations, policies and procedures governing student educational programs.
- First aid/CPR.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Perform all essential duties of the position with general supervision at an assigned school site or other District facility.
- Follow the Behavior Support Plan (BSP) developed for the student(s).
- Collaborate and communicate effectively with team members, including students, staff, parents, and community members.
- Provide support and assistance to classroom teachers in the development and implementation of behavioral interventions and related plans and strategies for students with behavioral issues.
- Participate in the implementation of individualized treatment plans to meet behavioral and social-emotional needs of identified students.
- Respond to emergency situations; follow safety procedures; perform first aid and CPR.
- Monitor, observe, control and report behavior of students in the classroom according to approved policies and procedures.
- Learn, interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Monitor and assist with the adjustment of behavior intervention activities in response to student needs, behavioral problems and progress.
- Assist in the supervision of students in the classroom, outdoors and on field trips.
- Recognize and effectively assist in responding to emergency and/or hazardous conditions.
- Respect the confidential nature of student records and reports. Refrain from discussing student's problems outside of the classroom.
- Establish positive communication with students and maintain patience and tact in working with students with special physical and emotional needs.
- Establish and maintain cooperative and effective working relationships with others.
- Perform routine clerical work, including typing, filing and duplicating materials; maintain accurate records.
- Understand and carry out oral and written instruction; meet schedules and timelines.
- Read, write, and communicate in English.
- Work independently with little direction.
- Follow directions and accept feedback and training support.
- Operate standard office and classroom equipment, including a computer and assigned software, and iPads, preferred.
- Drive a car to travel to various District schools and facilities.

EDUCATION, TRAINING, AND EXPERIENCE

Educational attainment equivalent to a high school diploma or its recognized equivalent.

Complete at least two (2) years of study at an institution of higher education (college level) or forty-eight (48) semester units or sixty (60) quarter units, including a math and an English class;

OR

Obtained an associate's degree or higher degree;

OR

Meet a rigorous standard of quality and demonstrated, through an assessment, the knowledge and ability to assist in instruction (reading, writing and mathematics).

Instructional Assistant, Special Education—Intensive Behavioral Instruction

Two years in a paid or non-paid position working with students in an educational setting, including at least one year's experience working with children with Autism Spectrum Disorders (ASD), Down Syndrome, Mental Disabilities, Emotional Disturbance or Multiple Disabilities in applied behavior analysis instruction or any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position.

Evidence of successful completion of an approved Applied Behavior Analysis Instruction program required.

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

Valid California Driver's license.

Valid first aid/CPR certification, must be maintained during employment.

*Incumbent must successfully obtain the Crisis Prevention Intervention and Applied Assaultive Training Certificates within six (6) months of employment. **The District will provide all incumbents in this job class with the training and certification program required to obtain the certification one time during each certification period.***

*Incumbent must successfully obtain the Foundations in Autism Spectrum Disorders (FASD) Certificate within six (6) months of employment. **The District will provide all incumbents in this job class with the training and certification program required to obtain the certification.***

Obtain and maintain in current status the licenses and certificates listed on the class specification.

PHYSICAL AND MENTAL DEMANDS

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

PHYSICAL DEMANDS

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on a frequent basis, as much as 50 pounds or more, and up to 75 pounds or more on an occasional basis. Lift, carry, transfer, and push students in wheelchairs or students with orthopedic impairment. The employee is regularly required to stand or sit for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, crawl, crouch, make repetitive motions, climb up and down steps, stairs and ramps. Run quickly for brief spurts. The employee may be subject to physical and emotional outbursts by

students, including such behaviors as kicking, spitting, scratching, biting and running. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents.

WORK ENVIRONMENT

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

Employees regularly work in an indoor environment and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical labor. The noise level is usually moderate, but occasionally loud.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

ORIGINAL

INSTRUCTIONAL ASSISTANT, PHYSICAL EDUCATION

DEFINITION – Under supervision, to assist teachers in physical education activities and instruction; to work with students individually and in groups in accordance with instructions; to assist in preparing, distributing, storing, and accounting for all equipment; to maintain and respect requirements of student confidentiality; to perform routine clerical duties; and to perform related work as required.

EXAMPLE OF DUTIES* - The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Set up equipment for P.E. activities. E
- Supervise and encourage student’s development of skills. E
- Account for all equipment. E
- Maintain routine records (exclusive of assigning student grades).
- Order equipment, when necessary.
- Perform first aid, as needed.
- Maintain order and discipline students when necessary. E
- Supervise locker room. E
- Monitor progress of students and discuss with teacher. E
- Assist students with special needs. E
- Perform related duties as assigned. E

* **Tasks statements coded with the letter “E” are essential elements of positions in this class pursuant to the Americans with Disabilities Act, 1990.**

QUALIFICATIONS

Knowledge of:	Ability to:
<ul style="list-style-type: none">• Practical learning patterns and behavior;• Elementary concepts of child and adolescent development and of the respective behavior characteristics;• General needs and behavior of students at the elementary level;• Correct English usage, spelling, grammar and punctuation;• Children’s recreational activities, games, and sports;• Physical education procedures and equipment;• Basic record-keeping techniques;• Appropriate safety precautions and procedures.	<ul style="list-style-type: none">• Communicate with students and motivate them to participate in P.E. activities;• Learn to reinforce teaching or to assist students who have special needs by watching teachers or specialists;• Learn and adapt to new procedures and conditions;• Apply knowledge and practices with judgement;• Recognize hazards to safety;• Learn laws, rules, practices, and procedures related to public education and related to the program to which assigned;• Maintain accurate records;• Supervise students during physical education activities;

	<ul style="list-style-type: none"> • Understand and carry out oral and written instructions; • Establish and maintain effective relationships with those contacted in the course of work.
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ORIGINAL

TRAINING AND EXPERIENCE – Any combination of training, education and experience which demonstrates possession of the knowledges and abilities stated above, and the ability to perform the duties of the position. A typical qualifying entrance background is paid or unpaid experience working with children in a recreational or physical education environment.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

PHYSICAL DEMANDS	ASSOCIATED TASKS
<p>Vision: (which can be corrected)</p> <p>Read small print</p> <p>See small objected at a distance of 25'</p> <p>Walk over uneven terrain</p> <p>Use peripheral vision</p>	<p>To perform tasks such as to:</p> <p>Maintain accurate records</p> <p>Retrieve equipment</p> <p>Perform duties on courts and fields</p> <p>Supervise students</p>
<p>Hearing: (which can be corrected)</p> <p>Hear sounds which warn of potential danger</p> <p>Have tolerance to be exposed to noisy conditions</p>	<p>To perform tasks such as to:</p> <p>Responds to emergency situations</p> <p>Supervise groups of children</p>
<p>Speech:</p> <p>Speak with a level of proficiency and volume to be understood in face-to-face public contacts</p> <p>Speak with a level of proficiency and volume to be understood in conditions of high noise level</p>	<p>To perform tasks such as to:</p> <p>Discipline students</p> <p>Guide student activities</p>

<p>Upper Body Mobility:</p> <p>Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow</p> <p>Extend arms to reach outward and upward; use hands and arms to lift objects</p> <p>Turn, raise, and lower head</p> <p>Twist and bend at torso</p>	<p>To perform tasks such as to:</p> <p>Lead and participate in games</p> <p>Store and retrieve equipment</p> <p>Supervise students</p> <p>Participate in games</p>
<p>Lower Body Mobility:</p> <p>Bend at waist, crawl, stoop</p> <p>Stand for prolonged periods of 50 minutes</p> <p>Step over objects</p>	<p>To perform tasks such as to:</p> <p>Participate in games and sports</p> <p>Supervise students</p> <p>Participate in games and sports</p>
<p>Strength:</p> <p>To lift, push, pull, and/or carry objects which weigh as much as 30 pounds on a frequent basis</p>	<p>To perform tasks such as to:</p> <p>Set up equipment</p>
<p>Stamina:</p> <p>Run quickly for brief spurts and participate in rigorous exercise</p>	<p>To perform tasks such as to:</p> <p>Participate in activities</p>
<p>Environmental Requirements:</p> <p>Constant work interruptions and high noise level</p> <p>Exposure to sun and wind without effective protection, work around dirt/dust, and work outside</p> <p>Work cooperatively with others</p>	<p>To perform tasks such as to:</p> <p>Supervise students</p> <p>Supervise outdoor activities</p> <p>Plan and coordinate P.E. activities</p>
<p>Mental Requirements:</p> <p>Read and write at a simple level essential for successful job performance</p> <p>Math skills at basic level</p> <p>Coordinating</p> <p>Judgement</p>	<p>To perform tasks such as to:</p> <p>Maintain basic records</p> <p>Maintain equipment inventory</p> <p>Plan activities with teachers</p> <p>Avoid hazards to safety; select age/ability appropriate activity</p>

ORIGINAL

Learn quickly and follow written/verbal procedures and standards	Assist teachers with activities
Process information quickly and make quick decisions	Work safely and effectively with students
Listen	Understand questions and concerns of students
Demonstrate	Model techniques for P.E. activities
Give verbal/written instructions	Supervise and discipline students

ORIGINAL

Other Conditions of Continued Employment:

- Speak English at a conventional level
- Use personal automobile in the course of employment (some positions)
- Provide proof of automobile insurance which conforms to district requirements (some positions)
- Participate in employer-mandated training and re-training programs
- Comply with rules and regulations of the Classified Service and provisions of labor agreements



Manhattan Beach
Unified School District

**Instructional Assistant –
Physical Education**

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Department/Division:	Instructional Support & Related Classes
Reports To:	Assigned Administrator/Assigned Teachers
Provides Direction To:	NA
FLSA Exemption Status:	Classified Bargaining Unit
Date Prepared:	August 14, 2004
Date Approved by Personnel Commission:	
Date Adopted by Board:	
Salary Range:	Range 11

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under general supervision of assigned administrator and general direction of certificated teacher(s) at the elementary and secondary schools, provides instructional support and assistance to teachers and students in physical education and recreational activities and instruction; performs routine clerical duties; assists in the preparation of instructional materials; and performs other related work as required. Work direction, oversight and guidance are received from the certificated teacher and the site administrator. General direction, supervision, and evaluation are provided by the site administrator.

DISTINGUISHING CHARACTERISTICS

The Instructional Assistant—Physical Education are distinguished by the assignment of duties in the area of working with students in the Physical Education program. Incumbents assist teachers in an assigned physical education program; work with students individually and in groups in accordance with instructions; assist in preparing, distributing, storing, and accounting for all equipment; maintain and respect requirements of student confidentiality.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provides instructional support and assistance to teachers and students assigned to a designated physical education program; assists individual or small groups of students with physical education and specific instructional tasks; reinforces instruction as directed by the teacher.
- Assists in the preparation, presentation and implementation of lesson plans for physical education; assists teacher with lesson plan related matters.

Instructional Assistant—Physical Education

DR 11

- Assists teacher with organizing and directing sports, games, exercises and recreational activities; oversees students at play, exercising and in other physical activities.
- Performs physical education activities and exercises with students; performs demonstrations and ensures student understanding of sports, games, exercise and other physical activities.
- Ensures student understanding of rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- **Reinforces instruction to students with non-severe disabilities, including language, communication and behavioral problems; confers with teachers concerning programs and materials to meet the individual needs of special education students.**
- Observes and controls behavior of students according to established policies and procedures; monitors and interacts/facilitates with students during physical education and recreational activities, group and other activities as assigned; monitors and reports progress regarding student performance and behavior.
- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner; cleans, sets up, and sets out athletic equipment and other materials; communicates issues regarding students to the appropriate authority; responds to emergency situations for unique student problems.
- Performs a variety of clerical duties in support of physical education activities such as preparing, typing, duplicating and filing instructional materials; documenting student progress by correcting assignments, collecting data and recording and charting functional curriculum-based measurements.
- Operates a variety of athletic and office equipment such as, but not limited to copiers, overhead projectors, paper cutters, laminators, computers and assigned software, IPADS, preferred.
- Confers, as needed, with teachers concerning student needs; alerts teacher to any special problems or information concerning students.
- Maintains the confidentiality of student records and information according to established guidelines.
- Attends assigned meetings, trainings, conferences and staff development.
- Administers first aid and CPR as needed.
- Perform related work as assigned.

QUALIFICATIONS

Knowledge of:

- Basic knowledge of the principles and practices of age appropriate student development and guidance applicable for an educational setting, including those relating to special education dealing with physical, and/or learning challenges
- Physical education procedures, equipment, and related activities
- Safe practices in physical education activities
- Basic sports, exercises and other physical activities of a school physical education program
- Basic positive behavior intervention techniques; appropriate student conduct
- Operation of athletic equipment
- Basic knowledge of teaching and instruction and behavior modification techniques and strategies
- Basic clerical and record keeping processes
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills in English
- Basic knowledge of computers, technology, multimedia, software applications, and physical education equipment to support learning, record information, and send communications.
- Safe practices in classroom and outdoor activities
- First aid and CPR procedures
- Interpersonal skills using tact, patience and courtesy

Ability to:

- Requires the ability to perform all essential duties of the position with general supervision at an assigned school site
- Assist a certificated teacher with implementation of instructional goals and recreational activities for physical education, including addressing the needs of Special Education students
- Assist in the preparation of instructional materials
- Perform physical education activities and exercises with students
- Assist students with developing independence and self- help skills
- Monitor, observe and report student behavior and progress according to approved policies and procedures
- Operate athletic equipment
- Basic math skills
- Assist in the supervision of students in the classroom and outdoors
- Recognize and effectively assist in responding to emergency and/or hazardous conditions
- Follow safety procedures
- Respect the confidential nature of student records and reports; refrain from discussing student's problems outside of the classroom.
- Establish positive communication with students and maintain patience and tact in working with all students
- Perform routine clerical work related to physical education activities, including typing, filing and duplicating materials; maintain accurate records
- Understand and carry out oral and written instructions
- Read, write, and communicate in English.
- Operate standard office and classroom equipment, including a computer and assigned software, and iPads, preferred
- Establish and maintain cooperative and effective working relationships with others

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EDUCATION, TRAINING, AND EXPERIENCE

**Special Qualifications upon hire for positions at a school site pursuant to the Elementary and Secondary Education Act (ESEA)/ No Child Left Behind Act of 2001 (NCLB).*

Educational attainment equivalent to a high school diploma or its recognized equivalent.

Complete at least two (2) years of study at an institution of higher education (college level) or forty-eight (48) semester units or sixty (60) quarter units, including a math and an English class;

OR

Obtained an associate's degree or higher degree;

OR

Meet a rigorous standard of quality and demonstrated, through an assessment, the knowledge and ability to assist in instruction (reading, writing and mathematics).

Six (6) months of paid or volunteer experience working with students in an educational setting or working with school-aged children in a recreation or coaching environment, or any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position.

**** The Education, Training, and Experience requirements apply to all new employees hired on/after July 1, 2014.***

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

May require possession of a valid California C Driver's license and proof of insurance (some positions)

Incumbent must successfully obtain a valid first aid/CPR certification issued by an authorized agency within six (6) months of employment. The District will provide all incumbents in this job class with the certification program required to obtain the initial certification. The incumbent will be required to subsequently maintain the valid first aid/CPR certification by an authorized agency.

PHYSICAL AND MENTAL DEMANDS

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

PHYSICAL DEMANDS

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on a frequent basis, as much as 50 pounds or more, and up to 75 pounds or more on an occasional basis. The employee is regularly required to stand or sit for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, crawl, crouch, make repetitive motions, climb up and down steps, stairs and ramps, step over objects. The employee is regularly required to run quickly for brief spurts and participate in rigorous exercise. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents.

WORK ENVIRONMENT

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

Employees regularly work in an indoor environment and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical labor; subject to constant interruptions. The noise level is usually loud.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DIRECTOR OF ACCOUNTING

ORIGINAL

DEFINITION

Under general direction, to plan, organize and manage the day-to-day operations of the Accounting Department of the Business Services Division; to perform responsible school accounting, financial analysis, budget development, and report preparation duties at an advanced professional level; to conduct business-related studies and prepare administrative reports; and to do related work as required.

CLASS CHARACTERISTICS

This position is responsible to the Assistant Superintendent, Business Services for District-wide accounting, financial analysis, and reporting, for planning and managing the flow of work within the Accounting Department, for assigning, training and monitoring the work quality and productivity of departmental staff. The work assignments of the Director of Accounting are modified from time to time in accordance with the needs of the department and the interests and training of the incumbent. Incumbents are required to maintain the strict confidentiality of information related to the District's employer/employee relations activities.

EXAMPLES OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

Develop, analyze, monitor, and continuously improve departmental accounting and financial management processes and procedures to ensure compliance with Federal, State, County, District and professional standards, policy, regulation, and reporting requirements. E

Manage, account for, and monitor income and expenditure transactions for conformance with mandated accounting standards and District procedures. Check, reconcile, and balance reports, statements, tax returns, and similar documents to control figures, making corrections and advising staff. Establish internal controls and conduct internal audits and otherwise scrutinize documents, records, and reports to assure accuracy and a high standard of quality and fiduciary responsibility.

Supervise all payroll and accounting staff, including the food service and ASB accounting staff. E

Responsible for the preparation of the School District Budget. E

Review expenditures and encumbrances to assure that accounts are within approved budgetary limits; reconcile reports to control figures and tests for reasonableness; approve transfer of budgeted funds in accordance with fiscal policy and legal requirements; review documents and

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reports for correct coding and compliance with procedural requirements; maintain chart of accounts. E

Perform financial and accounting analyses and prepares technically difficult financial, statistical, and accounting reports. Prepare accounting and budget-related reports, statements, and surveys. Compose and edit financial management and accounting-related reports, bulletins, and procedures. Develop financial information for use in labor negotiations. E

Consult and coordinate with departmental, site, program, and administrative personnel, to assure smooth coordination of service and good understanding of financial management and accounting processes; contact County Office of Education and staff of Federal, State, and other specially funded programs to ensure proper interpretation of regulatory information, and to gain a clear understanding of accounting parameters, schedules, and reporting requirements. E

Use computer network, terminals, and microcomputers and applications software to word process, create and manipulate databases and spreadsheets, enter accounting transactions, develop graphics for reports and presentations and transmit data to other agencies. E

Participate in planning, organizing, scheduling and implementing the annual District-wide budget development and adoption processes; develop budget development forms, formulae, instructions and data for use by program managers. Counsel and assist program and site managers and staff in budget development and administration. Analyze a variety of budgetary and other financial reports, documents and legislation and discuss with the Assistant Superintendent the projected impact on appropriations and revenue; review enrollment and apportionment projections and reports; make preliminary projections of revenue limit and estimate expenditures for review by District administration. E

Prepare annual departmental budget; submit budget drafts and amendments to the Assistant Superintendent for review and approval; monitor the approved budget. E

Prepare budgetary documents for Federal, State and other grant programs; assist in analyzing Federal, State and other agency statutes and new legislation to determine impact on new or existing programs. E

Assist auditors in conduct of periodic audits; prepare schedules and worksheets and assemble documents for auditors. E

Assign, schedule, monitor, train, check and correct the work of assigned staff; participate in the selection of personnel; make oral and written directives; interpret, enforce and apply policies and regulatory requirements controlling the work of the unit. E

Perform special administrative and financial analyses, audits and studies as assigned. Perform administrative and professional assignments related to Business Services, as assigned.

QUALIFICATIONS

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Knowledge of:

Principles and practices of school accounting and budgetary processes;
Advanced business mathematics and intermediate statistics.
Modern automated business and accounting methods and applicable software, particularly word processing, graphics, databases, and spreadsheets.
Basic internal auditing principles, methods, and procedures.
Principles of leadership and training.
Practices of administrative and financial analysis and report preparation.
Applicable laws, codes and regulations.
English grammar, punctuation, syntax, spelling, and word usage.
Applicable safety precautions and procedures.

Ability to:

Plan, organize, schedule and implement accounting, financial analysis, and reporting.
Perform difficult professional level work in the preparation of budgetary, accounting, financial and budget reports.
Analyze, develop and continuously improve processes and procedures.
Prepare clear, concise, technically accurate accounting reports.
Collect, organize, analyze, interpret and draw logical conclusions from data.
Use with skill advanced functions of applications software related to word processing, graphics, databases, spreadsheets, business and accounting.
Carry on several simultaneous assignments, with close attention to schedules and deadlines.
Plan, organize, and monitor the work of assigned personnel.
Communicate effectively orally and in writing.
Understand and carry out oral and written instructions.
Establish and maintain effective relationships with those contacted in the course of work.

TRAINING AND EXPERIENCE

Any combination of 10 years of formal and informal training, experience, and education which demonstrates possession of the knowledges and abilities stated above and the ability to perform the duties of the position. A typical qualifying entrance background is journey-level professional experience performing fund accounting and reporting in an automated environment and preferably in a public education setting.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

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The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

PHYSICAL DEMANDS	ASSOCIATED TASKS
<p>Vision: (which may be corrected)</p> <p>Read small print</p> <p>See small objects at a distance of 2 feet</p> <p>View a computer screen for prolonged periods</p>	<p>To perform tasks such as to:</p> <p>Read accounting reports and printouts</p> <p>View data on a computer screen</p> <p>Input data, create spreadsheets and reconcile reports</p>
<p>Hearing: (which may be corrected)</p> <p>Understand speech over a telephone</p>	<p>To perform tasks such as to:</p> <p>Explain accounting and budget information</p>
<p>Speech:</p> <p>Speak with a level of proficiency and volume to be understood over a telephone</p>	<p>To perform tasks such as to:</p> <p>Respond to questions from school site staff</p>
<p>Upper Body Mobility:</p> <p>Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow</p> <p>Extend arms to reach outward and upward</p> <p>Use hands and arms to lift objects, turn, raise, and lower head</p>	<p>To perform tasks such as to:</p> <p>Use a 10-key calculator, input data into computer, turn pages in reports, and assemble paperwork and fasten with staples and paper clips</p> <p>Reach for reference materials, files, and across desk</p> <p>Look at computer screen and desk top</p>
<p>Lower Body Mobility:</p> <p>Sit for prolonged periods of 30 minutes</p>	<p>To perform tasks such as to:</p> <p>Enter data to computer</p>

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<p>Strength:</p> <p>To lift, push, pull, and/or carry objects which weigh as much as 5 pounds on a frequent basis</p>	<p>To perform tasks such as to:</p> <p>Pick up reference books, binders, and accounting reports</p>
<p>Environmental Requirements:</p> <p>Constant work interruptions</p> <p>Work independently</p> <p>Work cooperatively with other</p> <p>Work around others</p> <p>Work inside</p>	<p>To perform tasks such as to:</p> <p>Respond to telephone calls and answer questions from staff</p> <p>Perform assigned duties with minimal monitoring</p> <p>Resolve problems, implement new procedures, obtain information</p> <p>Perform accounting work in an office</p> <p>Perform work in an office setting</p>
<p>Mental Requirements:</p> <p>Read, write, understand and apply moderately complex information for successful job performance</p> <p>Math skills at an advanced level</p> <p>Comparing</p> <p>Compiling</p> <p>Analyzing</p> <p>Learn quickly and follow verbal procedures and standards</p> <p>Listen</p> <p>Write/compose at a moderate level</p>	<p>To perform tasks such as to:</p> <p>Read, understand, and apply accounting/payroll information</p> <p>Reconcile and balance accounts; make projections</p> <p>Match control figures to reports</p> <p>Gather information for reports</p> <p>Review legislation</p> <p>Respond to changes in accounting and reporting procedures and requirements</p> <p>Understand concerns of employees</p> <p>Compose reports</p>

Dated: November 25, 1997

Personnel Commission approved: 12/1/97

Board adopted: 12/10/97

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DISTRICT ACCOUNTANT

ORIGINAL

DEFINITION

Under general direction, to plan, organize and manage the day-to-day operations of the Accounting Department of the Business Services Division; to perform responsible school accounting, financial analysis, budget development, and report preparation duties at an advanced professional level; to conduct business-related studies and prepare administrative reports; and to do related work as required.

CLASS CHARACTERISTICS

Positions in this class are designated confidential under the provisions of the Educational Employee Relations Act (EERA). *A "confidential employee," as defined by the EERA, includes those who, in the regular course of their duties, have "access to, or possess information relating to," employer-employee relations, including labor negotiations and grievances.* This confidential class is responsible to the Assistant Superintendent, Business Services for District-wide accounting, financial analysis, and reporting, for planning and managing the flow of work within the Accounting Department, for assigning, training and monitoring the work quality and productivity of departmental staff. The work assignments of the District Accountant are modified from time to time in accordance with the needs of the department and the interests and training of the incumbent. Incumbents are required to maintain the strict confidentiality of information related to the District's employer/employee relations activities.

EXAMPLES OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all of the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

Develop, analyze, monitor, and continuously improve departmental accounting and financial management processes and procedures to ensure compliance with Federal, State, County, District and professional standards, policy, regulation, and reporting requirements. E

Manage, account for, and monitor income and expenditure transactions for conformance with mandated accounting standards and District procedures. Check, reconcile, and balance reports, statements, tax returns, and similar documents to control figures, making corrections and advising staff. Establish internal controls and conduct internal audits and otherwise scrutinize documents, records, and reports to assure accuracy and a high standard of quality and fiduciary responsibility

Review expenditures and encumbrances to assure that accounts are within approved budgetary limits; reconcile reports to control figures and tests for reasonableness; approve transfer of budgeted funds in accordance with fiscal policy and legal requirements; review documents and reports for correct

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coding and compliance with procedural requirements; maintain chart of accounts. E

Perform financial and accounting analyses and prepares technically difficult financial, statistical, and accounting reports. Prepare accounting and budget-related reports, statements, and surveys. Compose and edit financial management and accounting-related reports, bulletins, and procedures. Develop financial information for use in labor negotiations. E

Consult and coordinate with departmental, site, program, and administrative personnel, to assure smooth coordination of service and good understanding of financial management and accounting processes; contact County Office of Education and staff of Federal, State, and other specially funded programs to ensure proper interpretation of regulatory information, and to gain a clear understanding of accounting parameters, schedules, and reporting requirements. E

Use computer network, terminals, and microcomputers and applications software to word process, create and manipulate databases and spreadsheets, enter accounting transactions, develop graphics for reports and presentations and transmit data to other agencies. E

Participate in planning, organizing, scheduling and implementing the annual District-wide budget development and adoption processes; develop budget development forms, formulae, instructions and data for use by program managers. Counsel and assist program and site managers and staff in budget development and administration. Analyze a variety of budgetary and other financial reports, documents and legislation and discuss with the Assistant Superintendent the projected impact on appropriations and revenue; review enrollment and apportionment projections and reports; make preliminary projections of revenue limit and estimate expenditures for review by District administration. E

Prepare annual departmental budget; submit budget drafts and amendments to the Assistant Superintendent for review and approval; monitor the approved budget. E

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Assist auditors in conduct of periodic audits; prepare schedules and worksheets and assemble documents for auditors. E

Assign, schedule, monitor, train, check and correct the work of assigned staff; participate in the selection of personnel; make oral and written directives; interpret, enforce and apply policies and regulatory requirements controlling the work of the unit. E

Perform special administrative and financial analyses, audits and studies as assigned. Perform administrative and professional assignments related to Business Services, as assigned.

QUALIFICATIONS

Knowledge of:

Principles and practices of school accounting and budgetary processes;

Advanced business mathematics and intermediate statistics.

Modern automated business and accounting methods and applicable software, particularly word processing, graphics, databases, and spreadsheets.

Basic internal auditing principles, methods, and procedures.

Principles of leadership and training.

Practices of administrative and financial analysis and report preparation.

Applicable laws, codes and regulations.

English grammar, punctuation, syntax, spelling, and word usage.

Applicable safety precautions and procedures.

Ability to:

Plan, organize, schedule and implement accounting, financial analysis, and reporting.

Perform difficult professional level work in the preparation of budgetary, accounting, financial and budget reports.

Analyze, develop and continuously improve processes and procedures.

Prepare clear, concise, technically accurate accounting reports.

Collect, organize, analyze, interpret and draw logical conclusions from data.

Use with skill advanced functions of applications software related to word processing, graphics, databases, spreadsheets, business and accounting.

Carry on several simultaneous assignments, with close attention to schedules and deadlines.

Plan, organize, and monitor the work of assigned personnel.

Communicate effectively orally and in writing.

Understand and carry out oral and written instructions.

Establish and maintain effective relationships with those contacted in the course of work.

TRAINING AND EXPERIENCE

Any combination of formal and informal training, experience, and education which demonstrates possession of the knowledges and abilities stated above and the ability to perform the duties of the position. A typical qualifying entrance background is journey-level professional experience performing fund accounting and reporting in an automated environment and preferably in a public education setting.

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PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Continued Employment and the Associated Tasks listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment and Associated Tasks which may be required of positions in this class. Manhattan Beach Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

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<p>Hearing: (which may be corrected)</p> <p>Understand speech over a telephone</p>	<p>To perform tasks such as to:</p> <p>Explain accounting and budget information</p>
<p>Speech:</p> <p>Speak with a level of proficiency and volume to be understood over a telephone</p>	<p>To perform tasks such as to:</p> <p>Respond to questions from school site staff</p>
<p>Upper Body Mobility:</p> <p>Use hands and fingers to feel, grasp, and manipulate small objects, manipulate fingers, twist and bend hands at wrist and elbow</p> <p>Extend arms to reach outward and upward</p> <p>Use hands and arms to lift objects, turn, raise, and lower head</p>	<p>To perform tasks such as to:</p> <p>Use a 10-key calculator, input data into computer, turn pages in reports, and assemble paperwork and fasten with staples and paper clips</p> <p>Reach for reference materials, files, and across desk</p> <p>Look at computer screen and desk top</p>
<p>Lower Body Mobility:</p> <p>Sit for prolonged periods of 30 minutes</p>	<p>To perform tasks such as to:</p> <p>Enter data to computer</p>

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<p>Strength:</p> <p>To lift, push, pull, and/or carry objects which weigh as much as 5 pounds on a frequent basis</p>	<p>To perform tasks such as to:</p> <p>Pick up reference books, binders, and accounting reports</p>
<p>Environmental Requirements:</p> <p>Constant work interruptions</p> <p>Work independently</p> <p>Work cooperatively with other</p> <p>Work around others</p> <p>Work inside</p>	<p>To perform tasks such as to:</p> <p>Respond to telephone calls and answer questions from staff</p> <p>Perform assigned duties with minimal monitoring</p> <p>Resolve problems, implement new procedures, obtain information</p> <p>Perform accounting work in an office</p> <p>Perform work in an office setting</p>
<p>Mental Requirements:</p> <p>Read, write, understand and apply moderately complex information for successful job performance</p> <p>Math skills at an advanced level</p> <p>Comparing</p> <p>Compiling</p> <p>Analyzing</p> <p>Learn quickly and follow verbal procedures and standards</p> <p>Listen</p> <p>Write/compose at a moderate level</p>	<p>To perform tasks such as to:</p> <p>Read, understand, and apply accounting/payroll information</p> <p>Reconcile and balance accounts; make projections</p> <p>Match control figures to reports</p> <p>Gather information for reports</p> <p>Review legislation</p> <p>Respond to changes in accounting and reporting procedures and requirements</p> <p>Understand concerns of employees</p> <p>Compose reports</p>

Revised: October 1995

Personnel Commission approved: 8/4/97

Board adopted: 8/20/97

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

ORIGINAL

DIRECTOR OF BUSINESS & ADMINISTRATIVE SERVICES

BRIEF DESCRIPTION OF POSITION

Business Services

Under direction of the Assistant Superintendent of Business and Financial Services, the Director of Business and Administrative Services is responsible for facilities planning; usage of facilities and planning construction; facilitating educational specifications; coordinating school and city maintenance agreements and programs; interdistrict permits; attendance reporting; purchasing; warehousing; Maintenance; and Operations; transportation; and food services.

Administrative Services

Under the direction of the Assistant Superintendent of Educational Services, the Director of Business and Administrative Services is responsible for coordinating, supervising and evaluating the MBUSD K-12 alternative education program, including personnel evaluation, facility and budget development and overall supervision of K-12 curriculum development for alternative education. In addition, the Director will also coordinate the School Attendance Review Board Program as it relates to alternative education. The Director will also assist in the development of a 6-7-8 community day school program.

GOALS OF EFFECTIVE PERFORMANCE

To develop and make recommendations to the Assistant Superintendent of Business and Financial Services regarding long range property and facility management programs; to research and maintain current knowledge of public school business operations and prospects related to schools; to assist with the administrative staff in interpreting and projecting administrative and fiscal programs; to open channels of communication between citizens of the District and the school community concerning budget and school finance; to assist in the supervision and evaluation of the goals, objectives, activities and performance of classified staff in Maintenance and Operations, Transportation, Food Services and

the Child Development Center; to assure quality maintenance of school buildings, grounds and properties; and to provide efficient operation of school plants and the overall Business Services Division.

To develop and make recommendations to the Assistant Superintendent of Educational Services regarding K-12 alternative education including personnel evaluation, curriculum development, facility coordination and budget development, to assure an optimum quality educational experience for pupils of the district.

EXAMPLES OF DUTIES AND RESPONSIBILITIES

Business Services

- Responsible to the Assistant Superintendent of Business and Financial Services and works with staff in planning long range fiscal programs, budget, building usage, maintenance and operations, management of surplus property, food services, transportation, purchasing of supplies and equipment;
- Cooperates with the Assistant Superintendent of Business and Financial Services in interpreting and projecting the administrative program as it might influence building, sites, financing, business services, and school-community relations and communication;
- Prepares and discusses with the Assistant Superintendent of Business & Financial Services reports of problems related to business services;
- Works with staff in the development of reports as needed;
- Assists the Assistant Superintendent of Business and Financial Services in the management of the Business Office.
- Monitors student body and donation trust accounts;
- Works with the Director of Maintenance and Operations in developing and implementing a program for quality maintenance of buildings and

grounds, including supervision and evaluation of Maintenance and Operations

staff and efficient planning and programming of work;

- Works with staff to monitor and update the disaster preparedness plan;
- Works with staff to monitor and update the District's safety program;
- Implements plans for meal service to pupils, including evaluation of Food Service personnel and the provision of necessary supplies and equipment;
- Implements a program for transportation of pupils as required by statutes and policy and as approved by the Board. Works with the Director of Maintenance and Operations in the supervision and evaluation of Transportation personnel and for efficient implementation of the transportation plan;
- Recommends plans and procedures for building construction or modification and arranges for architectural and contracting services that are required therein;
- Recommends procedures for purchasing equipment and supplies for efficient operation of the District;
- Coordinates with the Director of Human Resources regarding selection, assignment, orientation, evaluation, promotion, training, discipline, termination, communication, contract implementation and employee associations as they relate to classified personnel, especially in the areas of food services, maintenance, operations and transportation;
- Recommends a personal and business staff program of professional growth which may include local, county, state or national conferences, meetings and workshops related to school business;
- Maintains effective working relationships with the Business Office staff, Personnel Office staff and school site staffs;

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- Supervises interdistrict attendance procedures.

Administrative Services

- Responsible to the Assistant Superintendent of Educational Services and works with staff in planning for K-12 alternative education.
- Organizes and supervises curriculum development program, activities and staff development for alternative education.
- Coordinates and evaluates the curriculum for alternative education including material development.
- Works with site administrator to insure proper alternative education programs are in place to assist students and familiar with completing their educational requirements in different environments.
- Participate in professional growth activities.
- Chairs the district wide appeals committee.
- Assists with coordination of the expulsion process including conferring with site staff and alternative education parents.
- Liaison to Los Angeles County Office of Education regarding proper placement of expelled students.
- Chairs the district appeals committee dealing with site suspension and district-level expulsion.
- Coordinates budget development for K-12 alternative education materials and staffing.
- Supervises and evaluates educational programs in accordance with legislative mandated adopted policies of the district as it relates to K-12 alternative

education.

- Attends all meetings of the Board of Trustees.
- Evaluates classified and certificated personnel in the K-12 alternative education program.
- Performs other tasks as directed by the Assistant Superintendent of Educational Services.

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REPORTS TO: The Assistant Superintendent of Business and Financial Services and Assistant Superintendent of Educational Services.

MINIMUM QUALIFICATIONS

Knowledge of:

- Principles, trends, methods, strategies and procedures pertaining to business management and educational systems;
- Principles, methods, techniques and strategies of organizational planning, evaluation, control and forecasting;
- Legal mandates, policies, regulations and guidelines appropriate to the administration of a comprehensive business services program and alternative education programs K-12;
- Systems and provisions of the Education Code and Merit System relevant to business and financial services and K-12 alternative education services;
- Current trends, legislation, rules and regulations pertaining to public school business services and K-12 alternative education programs;
- Principles, methods and strategies of effective supervision and evaluation of classified and certificated employees.

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Ability to:

- Plan, organize and direct business services programs and K-12 alternative education programs;
- Act firmly and decisively while retaining a consultative style of management;
- Anticipate problems and issues, project potential changes, plan and recommend appropriate operational alternatives;
- Provide reports in a clear, logical and sequentially tractable manner;
- Organize and delegate authority commensurate with responsibility;
- Communicate and deal openly and effectively with employees, staff and the public, achieving results through positive human relationships;

EXPERIENCE

- Progressively responsible experience in school management at K-12 school level.
- Experience with alternative education program (K-12)
- Experience and demonstrated knowledge in planning, program budgeting, computerized projection and analysis, management and the general operation of a school district, including food services, transportation and maintenance and operations.
- Administrative credential is desirable with five (5) years experience as a Principal.

EDUCATION

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- An Administrative Services credential
- A Pupil Personnel Services credential
- A degree in Education, School Administration or related area required.
Masters degree in School Administration highly desirable.

WORK YEAR: 227 days

Adopted: 4/5/95



DIRECTOR OF FISCAL SERVICES

Department/Division	Administrative Services
Reports To:	Assistant Superintendent, Administrative Services
Provides Direction To:	Business/Fiscal Services Staff
FLSA Exemption Status:	Classified Management
Date Prepared:	September 23, 2014
Date Adopted by Board:	
Salary Range:	Classified Management Salary Schedule

DEFINITION

Under the direction of the Assistant Superintendent, Administrative Services, the Director of Fiscal Services is responsible for the preparation of budget estimates and revisions for all District programs/projects; supervises all District accounting functions and activities including Student Body accounting; oversees preparation of all required reports; assists in analyzing and administering other business functions, including but not limited to transportation, maintenance, purchasing, nutrition services, technology, and risk management; coordinates the flow of financial information to District administrators; supervises and evaluates the performance of assigned personnel; and performs other duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Director of Fiscal Services acts for the Assistant Superintendent, Administrative Services, in his/her absence. The Director of Fiscal Services coordinates and directs communications, personnel and fiscal record-keeping and reporting functions to meet District accounting needs and to ensure smooth and efficient fiscal activities. The Director of Fiscal Services conducts internal audits of all school district funds and accounts and establishes systems of internal control to safeguard the District’s assets.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Plans, organizes, and directs the fiscal operation and activities including the preparation, development, monitoring, and adjustment of District budget, funds and accounts.
- Establishes and maintains fiscal time line and priorities.
- Serves as a resource in the collective bargaining process; analyzes financial impacts of negotiation proposals; assists in projecting and determining the fiscal impact of negotiated settlements on the District’s multi-year financial outlook.
- Ensures financial activities comply with established standards, requirements, laws, codes, regulations, policies and procedures.

- Participates in the development, preparation, review and analysis of the District budget and various departmental site, categorical and program budgets to assure proper allocations, fund disbursement, fiscal solvency and compliance with legal requirements.
- Evaluates and projects annual income, expenditures and balances to determine budget requirements.
- Collects information and prepares reports responding to requests for information in the area of fiscal services.
- Supervises and evaluates the performance of assigned personnel; interview and select employees.
- Prepares and maintains various financial and statistical records, reports and statements related to budgets, projections, interims, actuals, end-of year and assigned activities.
- Provides training, technical assistance and expertise to District administrators and personnel concerning fiscal and budgetary operations and activities.
- Plans, organizes, and directs District accounts payable, accounts receivable and payroll functions; directs and ensures accuracy of related transactions.
- Plans, organizes, and directs the calculation, posting, auditing and adjustment of journal entries; monitors, evaluates, balances and reconciles categorical and various other accounts, funds and budgets.
- Initiates budget and fund transfers and adjustments as appropriate; audits accounts for errors and makes appropriate corrections; directs and participates in end-of-year closing activities.
- Provides technical information and assistance to the Assistant Superintendent, Administrative Services, concerning department operations, and District accounting and budgetary functions, needs and issues.
- Assists in the formulation and development of fiscal policies, procedures and programs.
- Monitors and evaluates the operations of various District departments to ensure smooth and efficient fiscal and budgetary functions and activities.
- Provides oversight and guidance to the Associated Student Body (ASB) staff to ensure financial reporting and adherence to policies and procedures; performs internal audits of ASB and revolving cash funds.
- Prepares AB1200 disclosure documentation for county review prior to Board actions.
- Prepares, monitors, and directs specialized accounting activities to ensure accurate Average Daily Attendance (ADA) reporting for the District.
- Compiles and analyzes enrollment information to identify trends and include in budget projections.
- Manages and monitors the fiscal aspects of food services.
- Maintains current knowledge of laws, codes rules, regulations and pending legislature related to accounting and budgetary functions.
- Keeps staff and administrators current concerning department, program and categorical requirements and implications of potential changes in policies and procedures.
- Operates a variety of office equipment including a computer, an iPad, and assigned software.
- Attends and conducts various meetings as assigned; prepares and delivers oral presentations concerning District budgets and accounting operations.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Planning, organization and direction of District-wide accounting operations and activities including the preparation, development, monitoring, review, processing, analysis, maintenance and adjustment of District budgets, funds and accounts.
- Accounting, auditing, budget and business functions of an educational organization.

- Advanced theory and application of budgetary planning and control in a school system.
- State and federal standards and requirements concerning the record-keeping and reporting of educational budgets, funds and accounts.
- Preparation, analysis, review and control of District accounts and budgets.
- Fiscal organization, operations, policies and objectives of the District.
- Applicable laws, codes, regulations policies and procedures.
- Financial and statistical record-keeping techniques.
- Financial analysis and projection techniques.
- Preparation of financial statements and comprehensive accounting reports.
- Principles and practices of administration, supervision and training.
- Operation of a variety of office equipment including a computer, an iPad, and assigned software.
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Plan, organize, control and direct District-wide accounting operations and activities including the preparation, development, monitoring, reviewing, processing, analysis, maintenance and adjustment of District budgets, funds and accounts.
- Work with a variety of computer platforms and District and county systems.
- Coordinate and direct personnel, communications, and fiscal record-keeping and reporting functions to meet District accounting needs and ensures smooth and efficient fiscal activities.
- Supervise and evaluate the performance of assigned personnel.
- Direct activities to ensure proper and timely resolution of fiscal issues, errors and discrepancies.
- Provide technical training, assistance and expertise concerning accounting and budget functions.
- Direct and participate in the development, preparation, review and analysis of the District, department and program budgets to ensure proper allocations, fund disbursement and fiscal solvency.
- Evaluate financial and budgetary data and prepare reports, forecasts and recommendations.
- Interpret, apply and explain laws, codes, regulations, policies and procedures.
- Communicate and deal openly and effectively with employees, staff and the public, achieving results through positive human relationships.
- Operate a computer, iPad, and other office equipment.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.
- Travel to various District locations, school sites, and county and city meetings; attend conferences and workshops.

Education/Training/Experience:

Bachelor's or Master's degree in accounting, business administration or related area from an accredited institution is required. At least five years of responsible experience in public accounting, budgeting, and/or auditing, including two years at a supervisory or management level in a governmental or school district setting preferred.

Licenses/Certificates/Special Requirements

Valid California driver's license

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

While performing the duties of this job, the employee is regularly required to sit for extended periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment including technology, computer and iPad; and reach with hands and arms. The employee must be able to operate a motor vehicle and drive from place to place. The employee may be frequently required to stand and walk, bend and stoop, and to grasp, lift and move records and documents typically weighing less than 20 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use advanced math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

The employee will work under typical office conditions with a usually quiet or moderately quiet noise level. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.