

**PERSONNEL COMMISSION
Manhattan Beach Unified School District
325 S. Peck Avenue
Manhattan Beach, CA 90266**

**Notice of Public Meeting
May 5, 2015
8:30 a.m.
1st floor conference room
District Office**

AGENDA

I. CALL TO ORDER

- 1. Approval of Minutes**
 - March 31, 2015

II. WRITTEN AND ORAL COMMUNICATION

- A. Commissioners**
- B. Administration**
- C. Employees**
- D. Citizens**
- E. Adjourn Personnel Commission Meeting and open Public Hearing**

III. PUBLIC HEARING

- A. Presentation of Personnel Commission Budget for 2015-2016**
- B. Commission Discussion of Budget**
- C. Public Input**
- D. Adjourn Public Hearing and Reopen Personnel Commission Meeting**

IV. DISCUSSION ITEMS

- A. Discuss Merit System Rules to possibly include the option of having meetings via electronically.**

V. ACTION ITEMS

- A. Personnel Commissioner Appointment**
- B. Adopt Personnel Commission Budget for 2015-2016**
- C. Approval of Eligibility Lists:**
 - 1. Instructional Assistant- Special Education
 - 2. Instructional Assistant- Special Education, IBI
 - 3. Operations Worker
 - 4. Theater Technician
- D. Approval of Revised Job Descriptions *Original and Draft*:**
 - 1. Instructional Assistant – Special Education
 - 2. Instructional Assistant – Special Education, IBI

VI. MEETING SCHEDULE

- 1. Regularly scheduled meeting Tuesday, June 2, 2015, 8:30am at District Office, first floor conference room.

VII. 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

March 31, 2015

The meeting was called to order at 8:33a.m.

Attendees:

Commissioners: Cynthia Strand, Charles Southey and Vida Holguin

Absent: None

District Staff: Carolyn Seaton, Executive Director, Human Resources, Monica Ford, HR Technician, Anna Frankel, HR Technician

CSEA Representatives: None present

Employees: None present

I. CALL TO ORDER

1. Approval of Minutes-March 3, 2015

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

II. WRITTEN AND ORAL COMMUNICATION

- A. Commissioners: None
- B. Administration: Carolyn Seaton states that Administration has settled with CSEA, pending approval with their chapter and field office. It should be approved by the Board of Trustees at 4/22/15 meeting. Classified employees will receive a retroactive increase of 4.21% effective 7/1/14.
- C. Employees: None
- D. Citizens: None

III. DISCUSSION ITEMS

- A. The Commissioners wish to see what legal reason there is to prevent a tele-electronic meeting. Mrs. Seaton will gather the supporting documentation from Mr. Howard Friedman for the Commissioners to review at next meeting.
- B. Mrs. Seaton states The Board of Trustees would like to nominate Charles Southey as Commissioner for another 3 year period beginning 1/2015 - 1/2018. Mrs. Seaton will place it on the Board Agenda at the 4/22/15 Board meeting for approval.

IV. ACTION ITEMS

- A. Mrs. Seaton proposed Vida Holguin continue as Chairperson for the period of 1/2015-12/2015 - Ms. Strand motioned to approve, seconded by Mr. Southey and unanimously approved by the Commissioners.
- B. Approval of Eligibility Lists:
 - 1. Instructional Assistant- IBI
Ms. Strand motioned to approve, seconded by Mr. Southey and unanimously approved by the Commissioners.

V. MEETING SCHEDULE

Next regular meeting is scheduled for May 5, 2015, 8:30am.

VI. ADJOURNMENT-The meeting was adjourned at 8:41 am.

Annual Financial and Budget Report
Fiscal Year 2015 - 2016

Expenditure by Object	Column I 2013 - 2014 Actual (dollars only)	Column II 2014 - 2015 Actual or Estimated (dollars only)	Column III 2015 - 2016 Budget (dollars only)
2000 Classified Salaries ¹			
Commission Members ²	\$	\$	\$
Director	13,333.00	14,439.00	14,870.00
Secretaries, Clerks	43,573.00	94,026.00	97,000.00
Other			
3000 Employee Benefits	13,691.00	37,815.00	45,189.00
Subtotal	70,597.00	146,280.00	157,059.00
4000 Supplies and Equipment Replacement	2,147.00	5,317.00	5,600.00
5000 Operating Expenses	30,753.00	39,542.00	40,000.00
6000 Equipment			
Subtotal	32,900.00	44,859.00	45,600.00
Appropriation for Contingencies ³			
Total Expenditures	\$ 103,497.00	\$ 191,139.00	\$ 202,659.00

¹ Do not include those expenditures not directly attributable to the activities of the Commission and their employees. For example, salaries of administrators having a line responsibility for all district operations should not be prorated even though some time may be spent working with the personnel director.

² Salaries for Commission members should not be included without prior and specific authorization by the Governing Board. (E.C. Section 45250)

³ Include as Appropriation for Contingencies only such amount as may seem necessary for unforeseen requirements.

**Manhattan Beach Unified School District
Personnel Commission**

**Eligibility List
Instructional Assistant - Special Education
Test Date: Ongoing**

Overall	First	Last	Written	Written @ 40%	Oral	Oral @ 40%	App
1	Edgar	DeLaTorre					
2	Tiffany	Faulkner					
3	Denise	Billiter					
4	Jacquelyne	Allen					
5	Sonia	Sierras					
6	Taja	Douglas					
7	Wendy	Jiminez					
8	Kelsey	Paras					
9	Maria	Chacon					
10	Amber	Aleman					
11	Ian	Mckenzie					
12	Lorena	Arevalos					
13	Kathy	Brannon					
14	Chenae	Mathias					

Scoring:

Written: 40%
Resume: 20%
Oral: 40%

Type of Exam:

Open
 Open & Promotional
 Promotional

IA SPECIAL EDUCATION - INTENSIVE BEHAVIORAL INSTRUCTION
Written Exams 4/9/15 & 4/20/15 Oral Exams 4/23/15

No.	First	Last	Written	Written @ 30%	Oral	Oral @ 60%	App	App @ 10%	Prom/Vet	Overall	Expires
	Kurt	Flores									
	Ray	Barnes									
	Jose	Ubod									
	Lisa	Kersenboom									

OPEN

Scoring:
 Written 30%
 Oral: 60%
 App: 10%

Type of Exam:
 Open
 Open and Promotional
 Promotional

Certification Date:
Expiration Date:

**Manhattan Beach Unified School District
Personnel Commission**

Eligibility List

Operations Worker

Written Exam 4/16/15 Performance Exam 4/18/15

No.	First	Last	Written	Written @ 25%	Perf. @ 50%	App	App @ 25%	Prom/ Vet	Overall
PROMOTIONAL									
OPEN									
1	Ruben	Fernandez							
2	Tritobia	Ford							
3	Raul	Rodriguez Gonzalez							
4	Jesse	Ramirez							
5	Pamela	Pillar							
6	Fausto	Reynoso							
7	Dawn	Holmes							

Scoring:

Written: 25%
App/Resume: 25%
Performance: 50%

Type of Exam:
() Open
(X) Open & Promotional
() Promotional

Date of Certification:
Expiration Date:

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



Manhattan Beach
Unified School District

**Instructional Assistant –
Special Education**

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:	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 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.

Instructional Assistant—Special Education

- 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.

- DRAFT
- 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.
 - Restrains volatile students appropriately using evidence-based crisis management program.

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.
- Knowledge of 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.

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 provided by the District, 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.

Valid first aid/CPR certification preferred. District to provide training within five (5) months of employment.

Attend blood-borne pathogen training

*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. E
- 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>

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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**

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.

Instructional Assistant, Special Education—Intensive Behavioral Instruction

- 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 control stimuli that may trigger students.
- Restrains volatile students appropriately using evidence-based crisis management program.
- 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 CPR upon completion of certification.
- 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 to appropriate personnel 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.
- May drive a car to travel to various District schools and facilities.

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

Instructional Assistant, Special Education—Intensive Behavioral Instruction

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

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.

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

LICENSES; CERTIFICATES; SPECIAL REQUIREMENTS

Valid California Driver's license preferred.

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

Attend blood-borne pathogen training

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

Instructional Assistant, Special Education—Intensive Behavioral Instruction

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.