

**LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA / ORDER OF BUSINESS**

Council Meeting

TUESDAY, MARCH 7, 2023
10:00 A.M., VIA ZOOM

Personnel Commission Meeting

THURSDAY, MARCH 16, 2023
3:00 P.M., Room 12-192
BEAUDRY BUILDING, 12th FLOOR



1. Convene regular meeting. Roll call.
2. Receipt of minutes of the meeting of March 2, 2023.

CONSENT ITEMS

3. Ratification of Reclassification by Director's Approval: **APPROVED**
 - a. Various Positions in the Division of Special Education, from Special Education Trainee (\$18.83519-\$23.21376/hr.) to Special Education Assistant (\$20.87546-\$25.75835/hr.), effective February 16, 2023. (RDA 1779, Instructional Assistance Series)
 - b. Various Positions in the Division of Special Education, from Special Education Trainee (\$18.83519-\$23.21376/hr.) to Special Education Assistant (\$20.87546-\$25.75835/hr.), effective February 23, 2023. (RDA 1780, Instructional Assistance Series)
 - c. Various Positions in the Division of Special Education, from Special Education Trainee (\$18.83519-\$23.21376/hr.) to Special Education Assistant (\$20.87546-\$25.75835/hr.), effective March 2, 2023. (RDA 1781, Instructional Assistance Series)
 - d. Position at Caroldale Learning Community, Region South, from Office Technician (\$16.56113-\$22.59130/hr.) to Senior Office Technician (\$19.33220-\$23.82866/hr.), effective February 13, 2023. (RDA 3082, Clerical Series)
4. Approval of revised Class Descriptions recommended, effective March 16, 2023: **APPROVED**

Chief of Police

Deputy Chief of Police

Lieutenant

Police Detective

Police Officer

School Occupational Therapy Assistant

Senior Police Officer

Sergeant

Student and Family Resources Coordinator

Student and Family Resources Navigator

5. Authorization of Field of Competition in forthcoming examinations: **APPROVED**

<u>Class Title</u>	<u>Recommendation</u>
Director of Contracts Administration (Facilities) (\$11,625.33-\$14,482.46/mo.) Class Description dated March 5, 2020.	Open; also promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service. Dual Certification.
Senior IT Operations Manager (\$9,349.37-\$11,574.70/mo.) Class Description dated June 16, 2022.	
Chief of Police (\$14,915.54-\$18,658.58/mo.)	
Deputy Chief of Police (\$11,266.33-\$14,068.60/mo.)	
Police Officer (\$30.33298- \$37.74229/hr.)	
School Occupational Therapy Assistant (\$29.27889-\$36.03178/hr.)	
Student and Family Resources Navigator (\$26.37322-\$32.56893/hr.)	
Class Descriptions dated March 16, 2023.	
ADA Compliance Administrator (\$11,723.57-\$14,530.38/mo.) Class Description dated May 29, 2019.	
Construction Manager (\$11,568.30-\$14,397.52/mo.) Class Descriptions dated May 24, 2010.	
Facilities Asset Development Director (\$12,356.74-\$15,395.74/mo.) Class Description dated December 10, 2018.	Promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service.
Regional Construction Director (\$12,356.74-\$15,395.74/mo.) Class Description dated February 27, 2017.	
Lieutenant (\$46.09437-\$57.10287/hr.)	
Police Detective (\$33.77559- \$42.01619/hr.)	
Sergeant (\$41.66484- \$49.17579/hr.)	
Senior Police Officer (\$32.01363- \$39.82953/hr.)	
Student and Family Resources Coordinator (\$29.77653-\$36.82567/hr.) Class Description dated March 16, 2023.	

6. It is recommended that the following reclassification action be ratified: **APPROVED**

Case 12406

7. a. Establishment of the Classification of Culinary Service Supervisor. (Case 12321) **APPROVED**
b. Approval of Class Description recommended, effective March 16, 2023: **APPROVED**

Culinary Service Supervisor

- c. Authorization of Field of Competition in forthcoming examination: **APPROVED**

Class Title

Culinary Service Supervisor
(\$37.38895-\$46.31006/hr.)

Recommendation

Open; also promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service. Dual Certification.

8. a. Reestablishment of the Classification of School Physical Therapy Assistant. (Case 12370) **APPROVED**
b. Approval of Class Description recommended, effective March 16, 2023: **APPROVED**

School Physical Therapy Assistant

- c. Authorization of Field of Competition in forthcoming examination: **APPROVED**

Class Title

School Physical Therapy Assistant
(\$29.27889-\$36.03178/hr.)

Recommendation

Open; also promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service. Dual Certification.

9. Public Comment

- a. Public employee discipline
b. Examination Appeals

NOTE: Public comment is for the purpose of hearing issues that are not addressed in staff or Hearing Officer reports. This time should not be used to attempt to re-hear the case. Speakers are requested to limit their comments to 1 -1 ½ minutes with a maximum of 3 minutes for multiple speakers on the same side of an issue. It is preferable that individuals wishing to address these cases

do so by submitting a written statement to staff by the close of business on the Thursday preceding the Commission hearing.

10. Recess to Closed Session in Accordance with Provisions of the Government Code (Section 54957) to consider:

- a. Disciplinary Appeals
 - Campus Aide
 - Special Education Trainee

11. Reconvene Regular Session and report of actions taken in Closed Session.

12. Consideration of the recommendation of the Hearing Officer on the Disciplinary Appeal for:

Campus Aide (Case 0206)

13. Consideration of the recommendation of Staff on the Disciplinary Appeal for:

Special Education Trainee (Case 0073)

Please send an email to Suzanne Morrow (suzanne.morrow@lausd.net) if you intend to address the Commissioners at this meeting including the item that you wish to discuss.

The Los Angeles Unified School District Personnel Commission, in complying with the Americans with Disabilities Act ("ADA"), requests individuals who require special accommodations to access and/or participate in Personnel Commission meetings to please contact the Personnel Commission (suzanne.morrow@lausd.net) or District office at (213) 241-7800. Please contact the District as soon as possible before the scheduled Personnel Commission meeting to ensure that the Commission or District may assist you.

CHIEF OF POLICE

DEFINITION

Directs the operations of the District School Police Department and enforces community-based policing.

TYPICAL DUTIES

Promotes the values of the law enforcement profession in equal justice for all under the law.
Develops and revises school police department strategies and procedures for protecting District personnel and property in collaboration with the communities served by the District and advises personnel regarding these measures.
Directs the program for training Department personnel in applicable laws, rules, regulations, and community-based policing in order to work together to solve problems of crime, disorder, and safety issues to improve the quality of education for everyone in the community.
Represents the Department with other law enforcement agencies and organizations to exchange ideas and information relating to the development of law-enforcement programs and methods, and ensures collaborative problem solving and engagement efforts with community leaders and representatives.
Coordinates Department functions with school organizations and other law enforcement agencies.
Directs and supervises the preparation of budget requests for the School Police Department and implements the allocation of police personnel to schools and offices and other District locations.
Recommends and reviews personnel transactions, including hiring, promotions, transfers, disciplinary actions, leaves of absence, and reinstatements.
Initiates and reviews statistical reports for analysis of student, staff and community safety and the disposition of criminal cases.
Directs the security alarm response program and operation of the police communication center.
Directs the maintenance of records and compilation of required reports.
Assists the District staff in court cases as assigned.
Prepares reports concerning the Department and initiates related correspondence.
Directs special investigative and protective work, including work related to the physical safety of District personnel and students.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Chief of Police plans, organizes, and directs the program of the District School Police Department and enforces community-based policing.

A Deputy Chief of Police plans, organizes, administers, and directs the activities of a bureau or a specialized assignment of the District School Police Department involved in school operations, patrol, investigations, or administrative services and enforces community-based policing.

A Lieutenant oversees the daily activities of Police Officers, School Safety Officers, supervisors, and civilian staff assigned to a division or a specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

SUPERVISION

General direction is received from the Superintendent of Schools. General supervision is exercised over Deputy Chief of Police and lower-ranking School Police Department personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem-solving techniques
- Community-based policing
- Relationship building essential to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Organizational management, structure, personnel, and information systems to support stakeholder partnerships and proactive problem solving
- Law-enforcement procedures, applicable laws, and regulations; police methodology; community-based policing, and security measures
- Regulations pertaining to the protection of buildings and grounds
- Local law-enforcement, service, and emergency agencies
- Regulatory requirements governing the use of radio broadcasting equipment
- Training principles and techniques and methods for evaluation
- Principles of organization, administration, and personnel management
- Organization and policies of the District
- Growth, development and problems associated with various stages of youth and adolescence
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Sections of the Education Code that pertain to school related safety and laws

Ability to:

- Use collaborative problem solving with school personnel, law enforcement officers, and the public, in order to develop solutions to problems and increase trust in police
- De-emphasize the paramilitary aspects of the job
- Direct and coordinate a law-enforcement program through subordinate personnel
- Formulate policies and procedures
- Coordinate Department functions with school organizations and law-enforcement agencies
- Conduct meetings and make presentations
- Communicate effectively, orally and in writing
- Prepare and administer the Department budget

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree preferably in police administration, public administration, business administration, criminology, or related field. Additional qualifying experience may be substituted on a year-for-year basis for up to two years of the required education provided that graduation from high school or evidence of equivalent educational proficiency is met.

Experience:

Five years of sworn officer experience in a management or executive position in a law enforcement agency.

Special:

~~A valid California Driver License.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

~~United States citizenship.~~

An appointee must be legally authorized to work in the United States.

Possession of a Management California Peace Officer Standards and Training (CA P.O.S.T.) Certificate.

Completion of a specialized course of training for school peace officers as prescribed by P.O.S.T. within two years of appointment.

Qualify biannually with departmentally approved firearms at a designated police range.

SPECIAL NOTES

1. Management class, exempt from bargaining units.
2. Appointment is subject to fingerprinting, a review of criminal record and a thorough background investigation.
3. Possession of an Executive California Peace Officer Standards and Training (CA P.O.S.T.) certificate within three years of appointment is preferable.
4. Exempt from FLSA.
5. An employee in this class is subject to the reporting requirements of the District Conflict of Interest Code.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023

DEPUTY CHIEF OF POLICE

DEFINITION

Plans, organizes, and directs the work of a bureau or a specialized assignment and serves as second in command for the Los Angeles School Police Department.

TYPICAL DUTIES

Cultivates community connections with stakeholders; organizes, plans and leads community policing events and forums; builds sustained partnerships with the public and government entities; and provides meaningful dialogue and community informed communications aimed at producing productive and durable collaborations.

Develops long range planning goals for the department, recommends changes in policies, procedures, and regulations; and oversees department personnel activities, training, and assignment of sworn personnel.

Develops and maintains school police department procedures and methods for protecting District property and personnel related to school operations, patrol, investigations, and support services.

Evaluates and analyzes operational efficiencies and effectiveness and makes appropriate recommendations.

Develops and conducts in-service training and staff development programs for department personnel, including the coordination of training at California Peace Officer Standards and Training (CA P.O.S.T.) approved academies.

Trains new Police Officers, Senior Police Officers, Police Detectives, Sergeants, and Lieutenants.

Oversees projects, conducts audits, prepares reports and correspondence, supervises, and reviews the work of subordinate staff.

Acts as a liaison with local and national law enforcement agencies and organizations dealing with school safety, modern law enforcement management, and mutual aid situations.

Participates in a variety of meetings with the Superintendent of Schools, Board of Education committees, District personnel, school faculty, and local community members and groups including law enforcement agencies to respond to the policing needs of the District and to exchange information relating to law enforcement methodology.

Prepares budget requests and participates in District meetings concerning financial issues.

Coordinates highly sensitive investigations and the dissemination of confidential information.

Conducts surveys and studies to determine District law-enforcement needs and recommends specific actions to prevent antisocial or illegal activities.

Responds to the scene of major incidents or emergency situations and assumes command and control of the situation and personnel.

Participates in the School Police Department's collective bargaining negotiations to develop formalized collective bargaining agreements.

Oversees projects and administrative matters.

Acts for the Chief of Police in the event of absence.

Oversees the internal investigation of alleged employee misconduct including fact-finding, analysis, and recommendation regarding disciplinary action.

Represents the department in disciplinary and grievance proceedings.

May perform all lower level duties.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Deputy Chief of Police plans, organizes, and directs the activities of a bureau or a specialized assignment of the School Police Department involved in school operations, patrol, investigations, or administrative services.

The Chief of Police plans, organizes, and directs the program of the District School Police Department and enforces community-based policing.

A Lieutenant oversees the daily activities of Police Officers, School Safety Officers, supervisors, and civilian staff assigned to a division or specialized assignment of the School Police Department to ensure that essential police functions and community based policing are carried out through the proper deployment of personnel.

SUPERVISION

General direction is received from the Chief of Police. General supervision is exercised over lower-level School Police Department personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Operational and investigative and law enforcement procedures, applicable laws and regulations, police methodology, and crime prevention measures
- Principles of school-based policing, campus law enforcement concepts
- Regulations pertaining to the protection of buildings and grounds belonging to the District
- Local law enforcement and emergency service agencies
- Principles of psychology and administration
- Training and evaluation methods
- Community-based policing techniques
- Principles of implicit bias, cultural awareness, and sensitivity
- Threat assessment processes
- Project management and project tracking
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Sections of the Education Code that pertain to school related safety and laws

Ability to:

- Apply management skills including transitional leadership concepts, problem analysis and decision-making, consensus building, planning and organizing, interpersonal sensitivity, management control, adaptability and flexibility, stress tolerance, and time management
- Apply problem solving techniques to emerging issues
- Direct, supervise, and train law-enforcement personnel
- Formulate procedures and regulations
- Prepare clear and concise reports and recommendations
- Make effective oral presentations
- Collect and analyze information
- Maintain effective working relationships with District personnel and with the public
- Effectively identify, address, and resolve workplace disputes, issues, and problems
- Prepare a budget projections and planning

Special Physical Requirements:

Good visual field and depth, color, and hue perception
Hear normal voice-range frequencies
Agility, strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from an accredited college or university with a bachelor's degree. Additional qualifying experience may be substituted on a year-for-year basis for up to two years of the required education provided that graduation from high school or evidence of equivalent educational proficiency is met.

Experience:

Two years of experience as a Lieutenant with the District or four years of sworn officer experience in a management position in a law enforcement agency within the last five years.

Special:

Possession of a Management California Peace Officer Standards and Training (CA P.O.S.T.) Certificate or its equivalent.

~~A valid California Driver License and the use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

~~An appointee must be a citizen of the United States or permanent resident alien who is eligible for and has applied for citizenship.~~

An appointee must be legally authorized to work in the United States.

Ability to speak and understand Spanish is preferable.

Qualify ~~quarterly~~ biannually with departmentally approved firearms at a designated police range.

SPECIAL NOTES

1. Management class, exempt from bargaining units.
2. An employee in this class may be subject to the reporting requirements of the District's Conflict of Interest Code.
3. Appointment is subject to fingerprinting, a review of criminal record, and a comprehensive background investigation.
4. Subject to rotation in assignment, work shift, and location.
5. Subject to 24-hour call that may include weekends.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023

LIEUTENANT

DEFINITION

Oversees the daily activities of Police Officers, School Safety Officers, supervisors, and civilian staff assigned to a division or specialized assignment in the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

TYPICAL DUTIES

Promotes the values of the law enforcement profession in equal justice for all under the law.
Maintains school police department community-based policing procedures and methods for protecting District property and personnel related to school operations, patrol, and investigations.
Oversees division personnel activities, assignment of sworn and non-sworn personnel, and in-service training and staff development programs, including the coordination of training at California Peace Officer Standards and Training (CA P.O.S.T.) compliance.
Liaises with law enforcement agencies, community members, District officials, and school faculty and staff exchange ideas and information to ensure collaborative problem solving and engagement efforts for school safety.
Responds to the scene of police emergencies and major incidents and may assume command of the police operations.
Plans, assigns, and reviews the administrative work submitted by subordinates.
Conducts audits of division operations and personnel.
Reviews operational procedures and recommends policy changes for the School Police Department.
Adjudicates complaints from District students, personnel, and the community regarding School Police Department personnel and recommends penalties for sustained allegations of misconduct.
Chairs an internal School Police Department committee for community-based police operations and efforts.
Ensures that notifications are made to appropriate personnel regarding emergencies or major crime incidents and prepares related reports.
Assumes command of a bureau in the absence of a Deputy Chief of Police.
May conduct threat assessments.
May perform all journey level duties.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Lieutenant oversees the daily activities of Police Officers, School Safety Officers, supervisors, and civilian staff assigned to a division or a specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

A Deputy Chief of Police plans, organizes, and directs the activities of a bureau or a specialized assignment of the District School Police Department involved in school operations, patrol, investigations, or administrative services and enforces community-based policing.

A Sergeant supervises an assigned watch or unit(s) of the School Police Department and provides coordination and direction to both sworn and non-sworn personnel.

SUPERVISION

General supervision is received from higher-ranking personnel. Supervision is exercised over lower-ranking School Police Department personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem solving-techniques
- Community-based policing
- Relationship building as an essential part to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Growth, development, and problems associated with various stages of youth and adolescence
- Organizational management, structure, personnel, and information systems to support stakeholder partnerships and proactive problem solving
- Applicable federal, State, County, City, and District rules, regulations, policies, and practices
- Criminal investigation and processing procedures, search and seizure, handling of evidence, and due process
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Sections of the Education Code that pertain to school related safety and laws
- Principles of management, supervision, and leadership
- Project management and project tracking

Ability to:

- Apply collaborative problem solving techniques with school personnel, law enforcement officers, and the public in order to develop solutions to problems and increase trust in police
- Deemphasize the paramilitary aspects of the job
- Plan, assign, and review the work of a division or a specialized assignment
- Assess situations quickly and determine appropriate course of action
- Maintain effective working relationships with the youth, District personnel, and the community
- Write accurately and concisely
- Speak clearly and effectively
- Effectively identify, address, and resolve workplace disputes, issues, and problems

Special Physical Requirements:

- Good visual field and depth, and color and hue perception
- Hear normal voice-range frequencies
- Agility, strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from an accredited college or university with a bachelor's degree. Additional qualifying experience may be substituted on a year-for-year basis for up to two years of the required education.

Experience:

Six years of full-time experience as a peace officer with a California law enforcement agency certified to participate in the California Peace Officer Standards and Training (CA P.O.S.T.), of which three years must have been as a Sergeant with the District. Experience as a Senior Police Officer or Detective is preferable.

Special:

~~A valid California Driver License and the use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

An appointee must be legally authorized to work in the United States.

Appointment is subject to fingerprinting, a review of criminal record, and a comprehensive background investigation.

~~An appointee must be a citizen of the United States or permanent resident alien who is eligible for and has applied for citizenship.~~

Possession of a Supervisory CA P.O.S.T. Certificate, or its equivalent.

Successful completion of a CA P.O.S.T. approved course in police management will be required after appointment unless a comparable course has been completed within the preceding three years.

Ability to speak and understand Spanish is preferable.

Qualify quarterly with departmentally approved firearms at a designated police range.

Subject to rotation in assignment, work shift, and location.

Subject to 24-hour call that may include weekends.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023
Union Notification Date: 02-21-2023

POLICE DETECTIVE

DEFINITION

Conducts investigations of: crimes against students, District personnel, District facilities and background investigations; protects confidential information; and engages in community-based policing.

TYPICAL DUTIES

Conducts investigations of crimes against District property, such as arson, burglary, and vandalism, and files criminal complaints when appropriate.
Investigates threats and criminal acts against District personnel and students.
Conducts investigations of District employees suspected of committing criminal acts.
Conducts background investigations as needed for current and potential School Police personnel.
Prepares and writes detailed reports of assigned investigations.
Maintains contact with law-enforcement personnel, community organizations and residents, and confidential sources of information in order to obtain and provide data.
Works in concert with other law-enforcement personnel and may advise and assist them in cases related to crimes against the District.
Performs investigations of a sensitive nature that may not include crimes.
Prepares and serves arrest and search warrants.
Assists with unusual occurrences as necessary.
May assist in training School Police Department personnel in investigative, collaborative problem solving, and community-based policing techniques.
May serve subpoenas.
May conduct threat assessments.
May be assigned to a support unit.
May perform all journey-level duties of a Police Officer.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Police Detective conducts investigations of: crimes against students, District personnel, District facilities and background investigations; protects confidential information, and engages in community-based policing.

A Sergeant supervises the daily activities of Police Officers, School Safety Officers, and civilian staff assigned to a division or specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

A Police Officer performs police work in the prevention, control, and investigation of crimes against students, District personnel and the protection of District property to ensure that essential police functions and community-based policing are carried out.

SUPERVISION

General supervision is received from a Sergeant or higher-ranking personnel. Provides work direction over investigative procedures to lower- ranking personnel in specific types of cases.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem solving-techniques
- Community-based policing
- Relationship building as an essential part to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Growth, development, and problems associated with various stages of youth and adolescence
- Threat assessment processes
- California Penal Code and City and County ordinances and constitutional requirements to theft, burglary, arson, malicious mischief, trespass, arrest, search, seizure, and other criminal matters
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Provisions of the Education Code related to law enforcement activities
- Regulations pertaining to the protection of students, personnel, equipment, and buildings and grounds belonging to the District
- Sources of information specifically available for use by law enforcement personnel through the Computer Aided Dispatch System, the Security Information Management System, the Justice Data Interface Controller, and the National Crime Information Center
- Appropriate use of radio broadcasting equipment
- Building security systems and appropriate response procedures
- Special electronic and photographic equipment used in investigations
- Techniques for lifting fingerprints and securing other physical evidence
- Organizational structure of the School Police Department, the District, the courts, the District Attorney's Office, the City Attorney's Office, and other law enforcement agencies

Ability to:

- Apply collaborative problem solving techniques with school personnel, law enforcement officers, and the public in order to develop solutions to problems and increase trust in police
- Deemphasize the paramilitary aspects of the job
- Write clear and concise reports
- Gather and recognize salient information and analyze its relationship to matters under investigation
- Interview victims
- Maintain confidentiality of investigation records and proceedings
- Keep accurate records
- React calmly in stressful situations
- Obtain information from court records and records of other public agencies
- Effectively identify, address, and resolve workplace disputes, issues, and problems

Special Physical Requirements:

- Visual field and depth, and color and hue perception
- Hear normal voice-range frequencies
- Agility, strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency, and the completion of at least 60 semester or 90 quarter units or equivalent from an accredited college or university. Required education preferably includes or is supplemented by courses or training in psychology and delinquency prevention.

Experience:

Three years of full-time experience as a peace officer with a California law-enforcement agency certified to participate in the California Peace Officer Standards and Training (CA P.O.S.T.) program, of which two years must have been as a peace officer with the District.

Special:

~~A valid California Driver License and the use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

An appointee must be legally authorized to work in the United States.

Possession of an Intermediate CA P.O.S.T. Certificate or its equivalent.

Successful completion of a CA P.O.S.T. approved core course in criminal investigations within one year of appointment to the position of Police Detective, will be required after appointment unless the course has been completed within the preceding three years.

Ability to speak and understand Spanish is preferable.

Qualify quarterly with departmentally approved firearms at a designated police range.

Subject to rotation in assignment, work shift, and location.

Subject to 24-hour call that may include weekends.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023
Union Notification Date: 02-21-2023

POLICE OFFICER

DEFINITION

Performs police work in the prevention, control, and investigation of crimes against students, District personnel, and protection of District property to ensure that essential police functions and community-based policing are carried out.

TYPICAL DUTIES

Maintains law and order at District facilities, including collaborative problem-solving and control of incidents of violence directed against District facilities, personnel, or students.
Enforces violations of California vehicle codes and penal codes, and all other violations of city, county, State, and federal law and statutes as necessary.
Contacts and cooperates with local law-enforcement agencies in the prevention, control, and investigation illegal activities by persons or groups directed against District facilities, personnel, or students.
Investigates crimes affecting District facilities, personnel, and students.
Performs special protective duties as directed.
Observes, collects, preserves, and records physical and oral evidence of crimes, including fingerprints.
Determines class of crime; modus operandi; and the extent of loss, damage, or injury; and analyzes information in order to solve or reduce the incidence of criminal acts involving District facilities, personnel, and students.
Identifies, locates, and interviews witnesses, and maintains positive relations with the community.
Checks police files and records for modus operandi and possible suspects.
Prepares reports about crimes against District property and offenses against District personnel or students.
Attends and participates in hearings and trials of suspects.
May make community appearances as a speaker on matters relating to the School Police Department.
May act as law enforcement liaison amongst District schools and offices and juvenile courts, probation offices, and local law-enforcement agencies.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Police Officer performs police work in the prevention, control, and investigation of crimes against students, District personnel, and the protection of District property to ensure that essential police functions and community-based policing are carried out.

A Senior Police Officer performs journey-level police work while engaged in community-based policing, the maintenance of law and order at District facilities, and oversees Police Officer Trainees during the FTO program.

SUPERVISION

General supervision is received from a Sergeant or higher-ranking personnel. Work direction is received from supervisory personnel. No supervision is exercised.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem solving-techniques
- Community-based policing
- Relationship building as an essential part to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Growth, development, and problems associated with various stages of youth and adolescence
- Sections of the Education Code that pertain to school related safety and laws
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Geographical layout of the District
- Local law-enforcement, service, and emergency agencies
- Threat assessment processes
- Security measures and devices
- School Police Department alarm systems

Ability to:

- Apply collaborative problem solving techniques with school personnel, law enforcement officers, and the public in order to develop solutions to problems and increase trust in police
- Deemphasize the paramilitary aspects of the job
- Think clearly and logically, use good judgment and maintain composure, and make quick and appropriate decisions in emergency situations
- Maintain complete and accurate records and prepare clear and concise reports
- Operate two-way radio equipment and enunciate clearly when broadcasting
- Communicate effectively both orally and in writing

Special Physical Requirements:

- Visual field and depth, and color and hue perception
- Hear normal voice-range frequencies
- Agility, strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency.

Experience:

None.

Special:

~~A valid California Driver License and the use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

~~An appointee must be a citizen of the United States or permanent resident alien who is eligible for and has applied for citizenship.~~

An appointee must be legally authorized to work in the United States.

Ability to speak and understand Spanish is preferable.

SPECIAL NOTES

1. Appointment is subject to fingerprinting, a review of conviction record, and a comprehensive background investigation.
2. An appointee must be at least 21 years of age at the time of appointment.
3. An appointee must successfully complete a California Peace Officer Standards and Training (CA P.O.S.T) accredited academy.
4. An appointee must qualify quarterly with departmentally approved firearms at a designated police range.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023
Union Notification Date: 02-21-2023

SCHOOL OCCUPATIONAL THERAPY ASSISTANT

DEFINITION

Under the supervision of the School Occupational Therapist, a School Occupational Therapy Assistant provides educationally related occupational therapy services to identified special education students according to students' Individualized Education Programs (IEP); and maintains related service records.

TYPICAL DUTIES

Provides occupational therapy in accordance with District policies and procedures according to IEP goals and the treatment plan developed by the School Occupational Therapist.

Assists a School Occupational Therapist with data collection and the assessment of students' abilities in sensory integration, motor planning, developmental function, activities of daily living, fine motor function, range of motion, and postural tone.

~~Assists a licensed occupational therapist with student evaluation processes by implementing delegated assessments and providing verbal and written reports of observations and client capacities.~~

Adapts school and classroom environment, tools, and materials under the supervision of the School Occupational Therapist to improve student function and facilitate student access to curricular and instructional activities.

Assists a School Occupational Therapist with development of treatment goals and an intervention plan as part of the IEP.

Attends IEP meetings as directed to report findings and recommendations.

Monitors the use of adaptive equipment and other assistive technology devices.

Provides assistance to educational staff through consultation, training, and direct individual or group activities under the ~~direction~~ supervision of a licensed occupational therapist.

Documents therapy and records progress in ~~both written format and electronic format using computer applications.~~

~~Maintains~~ a variety of service related logs and prepares reports according to established guidelines.

Organizes kits for use in therapy intervention.

Contacts District staff, parents, and various agencies related to occupational therapy services.

Attends school staff meetings and assists with staff development as instructed.

May recommend or develop assistive devices.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A School Occupational Therapy Assistant assists a School Occupational Therapist in providing services based upon the recommendation of the Individualized Education Program team.

A School Physical Therapy Assistant assists a School Physical Therapist in providing services based upon the recommendation of the individualized education program team.

A Health Care Assistant performs authorized medical procedures for students with disabilities

in addition to performing the duties of a Special Education Assistant.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of physically or educationally disabled students.

SUPERVISION

General supervision is received from ~~the~~ a School Occupational Therapist. No supervision is exercised.

CLASS QUALIFICATIONS

Knowledge of:

- Child growth and development
- Principles, methods, and equipment used in occupational therapy
- General nature and causes of physical, mental, and emotional disabilities
- Functioning of adaptive equipment and assistive technology
- Microsoft Word and internet browsing applications

Ability to:

- Speak and write English clearly and effectively
- Assist with standardized assessment tests
- Work with all levels of District staff, parents, health care professionals, and other health care agencies
- Operate a personal computer and peripheral equipment
- Organize and prioritize responsibilities

Special Physical Requirement:

Sufficient strength to safely lift and move heavy objects and assist in student positioning

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency.

Graduation from an Occupational Therapy Assistant Program approved by the Accreditation Council for Occupational Therapy Education (ACOTE).

Additional courses in child development, including neurological, physical, and psychological training are desirable.

Experience:

Clinical experience in pediatrics and working with children in an occupational therapy or educational setting are desirable.

Special:

Licensed by the California Board of Occupational Therapy to practice as an Occupational

Therapy Assistant.
Certification as a Certified Occupational Therapy Assistant by the National Board for Certification
in Occupational Therapy.
~~Possession of a valid California Driver License.~~
~~Use of an automobile.~~
A valid driver's license to legally operate a motor vehicle in the State of California and the use of
a motor vehicle.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-23
SD

SENIOR POLICE OFFICER

DEFINITION

Performs journey-level police work while engaged in community-based policing, the maintenance of law and order at District facilities, and oversees Police Officers during the Field Training Officer (FTO) program.

TYPICAL DUTIES

Assists a supervisor by participating in community-based policing, collaborative problem solving, FTO training, completing Daily Observation Reports for probationary Police Officers.

Maintaining law and order at District facilities; contacting and cooperating with local law-enforcement agencies in the prevention, control, and investigation of criminal acts; conducting a thorough analysis of problems to identify root causes of crime and applying problem-solving principles.

Collecting and recording physical and oral evidence of crimes; locating and interviewing witnesses; maintaining positive relations with community members; attending and participating in hearings and trials of suspects; and preparing written reports about crimes against District property and offenses against District personnel or students.

Assists in planning and executing special surveillance activities.

Assists in research projects concerning law enforcement activities.

Trains new Police Officers and provides work direction.

May be assigned to a support unit.

May perform all lower-level duties.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Senior Police Officer performs journey-level police work while engaged in community-based policing, collaborative problem solving, the maintenance of law and order at District facilities, and oversees Police Officer Trainees during the FTO program.

A Sergeant supervises the daily activities of Police Officers, School Safety Officers, and civilian staff assigned to a division or specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

A Police Officer performs police work in the prevention, control, and investigation of crimes against students, District personnel, and the protection of District property to ensure that essential police functions and community-based policing are carried out.

SUPERVISION

General supervision is received from a Sergeant or higher-ranking personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem solving-techniques
- Community-based policing
- Relationship building as an essential part to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Growth, development, and problems associated with various stages of youth and adolescence
- Sections of the Education Code that pertain to school related safety and laws
- Sections of the California Welfare and Institutions Code that pertain to juvenile court law
- Geographical layout of the District
- Local law-enforcement, service, and emergency agencies
- Threat assessment processes
- Security measures and devices
- School Police Department alarm systems
- Effective teaching techniques

Ability to:

- Apply collaborative problem solving techniques with school personnel, law enforcement officers, and the public in order to develop solutions to problems and increase trust in police
- Deemphasize the paramilitary aspects of the job
- Keep complete and accurate records and prepare clear and concise reports
- Think clearly and logically, use good judgment, and make quick and appropriate decisions in emergency situations
- Operate two-way radio equipment and enunciate clearly when broadcasting
- Communicate effectively orally and in writing
- Effectively identify, address, and resolve workplace disputes, issues, and problems

Special Physical Requirements:

- Visual field and depth, and color and hue perception
- Hear normal voice-range frequencies
- Agility, strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency. The completion of college-level courses is preferable.

Experience:

Two years of full-time experience as a Police Officer with the District after completion of a California Peace Officer Standards and Training (CA P.O.S.T.) certified field training program.

Special:

~~A valid California Driver License and use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

An appointee must be legally authorized to work in the United States.

Appointment is subject to fingerprinting, a review of conviction records, and a comprehensive background investigation.

~~An appointee must be a citizen of the United States or permanent resident alien who is eligible for and has applied for citizenship.~~

An appointee must have successfully completed a California Peace Officer Standards and Training (CA P.O.S.T.) accredited academy.

Possession of a Basic CA P.O.S.T. Certificate.

Ability to speak and understand Spanish is preferable.

Qualify quarterly with departmentally approved firearms at a designated police range.

Subject to rotation in assignment, work shift, and location.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023
Union Notification Date: 02-21-2023

SERGEANT

DEFINITION

Supervises and gives direction to the daily activities of Police Officers, School Safety Officers, and civilian staff assigned to a division or specialized assignment in the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

TYPICAL DUTIES

Promotes the values of the law enforcement profession in equal justice for all under the law.
Maintains school police department community-based policing procedures and methods for protecting District property and personnel related to school operations, patrol, and investigations.
Liaises with law enforcement agencies, community members, District officials, and school faculty and staff exchange ideas and information to ensure collaborative problem solving and engagement efforts for school safety.
Coordinates activities with the investigations unit and with local law enforcement agencies.
Supervises Police Officers, School Safety Officers, supervisors, and civilian staff.
Provides guidance to police personnel for investigative procedures and reporting methods.
Responds to the scene of major incidents or emergency situations and assumes command and control of the situation and personnel.
Conducts and monitors threat assessments.
Performs investigative and protective duties, including those related to the physical safety of District personnel and students.
Plans and supervises tactical operations.
Answers calls from the public and District personnel regarding District law enforcement services and programs.
Trains new Police Officers and Police Detectives and provides work direction.
Notifies appropriate personnel regarding emergencies or major crime incidents and prepares related reports.
Reviews and approves reports.
Attends and participates in hearings and trials.
May assume command of a division or specialized assignment in the absence of a Lieutenant.
May perform all lower level duties.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Sergeant supervises the daily activities of Police Officers, School Safety Officers, and civilian staff assigned to a division or specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

A Lieutenant oversees the daily activities of Police Officers, School Safety Officers, supervisors, and civilian staff assigned to a division or a specialized assignment of the School Police Department to ensure that essential police functions and community-based policing are carried out through the proper deployment of personnel.

A Senior Police Officer performs journey-level police work while engaged in community-based policing, collaborative problem solving, the maintenance of law and order at District facilities, and oversees Police Officer Trainees during the ~~Field Training Officer (FTO)~~ program.

SUPERVISION

General supervision is received from a Lieutenant or higher-ranking personnel. Supervision is exercised over lower-ranking School Police Department personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Collaborative problem solving-techniques
- Community-based policing
- Relationship building as an essential part to building a successful school community
- LAUSD School Climate Bill of Rights and Restorative Justice practices in all schools
- Growth, development, and problems associated with various stages of youth and adolescence
- Organizational management, structure, personnel, and information systems to support stakeholder partnerships and proactive problem solving
- California Penal and Vehicle Codes and City and County ordinances related to theft, burglary, arson, malicious mischief, trespass, and other criminal matters
- Laws/procedures related to arrest, search, and seizure
- Local law enforcement, service, and emergency agencies
- Threat assessment processes
- Security measures and devices
- School Police Department radio and alarm systems
- Project management and project tracking

Ability to:

- Apply collaborative problem solving techniques with school personnel, law enforcement officers, and the public in order to develop solutions to problems and increase trust in police
- Deemphasize the paramilitary aspects of the job
- Effectively supervise personnel
- Collect and analyze information
- Keep complete and accurate records and prepare concise reports
- Think clearly and logically, use good judgment, and make quick and appropriate decisions in emergencies
- Communicate effectively, both orally and in writing
- Work effectively without close supervision
- Effectively identify, address, and resolve workplace disputes, issues, and problems

Special Physical Requirements:

- Good visual field and depth, and color, and hue perception
- Hear normal voice-range frequencies
- Agility, and strength, and stamina to make apprehensions and to protect self from attack

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency preferably including 60 semester or 90 quarter units or equivalent from an accredited college or university. A bachelor's degree from an accredited college or university is preferred. Courses and training in psychology, delinquency prevention, criminal law, police supervision, and police administration are preferred.

Experience:

Four years of full-time experience as a peace officer with a California law enforcement agency certified to participate in the California Peace Officer Standards and Training (CA P.O.S.T.) program, of which three years must have been as a peace officer with the District.

Special:

~~A valid California Driver License and the use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

Appointment is subject to fingerprinting, a review of conviction records, and a comprehensive background investigation.

~~An appointee must be a citizen of the United States or permanent resident alien who is eligible for and has applied for citizenship.~~

An appointee must be legally authorized to work in the United States.

Possession of an Intermediate CA P.O.S.T. Certificate or its equivalent.

Successful completion of a CA P.O.S.T. approved course in police supervision will be required after appointment unless a comparable course has been completed within the preceding three years.

Ability to speak and understand Spanish is preferable.

Qualify quarterly with departmentally approved firearms at a designated range.

Subject to rotation in assignment, work shift, and location.

Subject to 24-hour call that may include weekends.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-2023
JPK

District Notification Date: 02-21-2023
Union Notification Date: 02-21-2023

STUDENT AND FAMILY RESOURCES COORDINATOR

DEFINITION

Coordinates and supervises staff performing case management and resource and referral services within a Healthy Start Program, school-based health clinic, Wellness Center and Wellness Network, or similar student and family support services program.

TYPICAL DUTIES

Supervises Student and Family Resources Navigators and other assigned staff who interact with and refer families to school and community-based services such as a medical, mental health, vision or dental, or other student support services.

Schedules appointments, assists with transportation, and conducts post-appointment follow-up.

Assists and participates in case management activities involving the application process for health care services and different health insurance coverages.

Connects service partners to schools in order to provide various support services to students such as mentoring, tutoring, or violence prevention programs.

Coordinates, schedules, and attends meetings that include school administrators, collaborative partners, representatives from community service organizations, educational institutions, health care partners, and District staff to discuss and review the quality of services, current school and student needs, and modifications to annual key performance indicators.

Participates in the development and implementation of program directives such as outreach and enrollment, low and no-cost health insurance programs including those offered by Covered California; and establishes collaborative relationships with internal and external partners to enhance program opportunities.

Develops and cultivates collaborative relationships with a variety of District staff, community, City, and County partners.

Assists in the recruitment of volunteers.

Works with District staff or service partner to develop, organize, promote, and implement public relation events such as awareness of health and student support service programs, activities, and services in communities.

Monitors, collects, compiles, and analyzes program data; generates reports; and adjusts uniform performance measures and key performance indicators as needed.

Provides technical support to Student and Family Resources Navigators for case management software applications.

Maintains communication among school sites, District and program administrators, collaborative partners, and other health and student support service programs.

Maintains confidential records and files in accordance with applicable laws and grant requirements.

Assists program administration in seeking outside funding to sustain program resources.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Student and Family Resources Coordinator manages the day-to-day operation of services within a Healthy Start Program, school-based health clinic, Wellness Center, Wellness Network, or similar a student and family support service program; and supervises Student and Family Resources Navigator.

A Student and Family Resource Navigator performs case management services within a local school-based health clinic, Wellness Center, Wellness Network or student support service program; conducts locally driven outreach and enrollment efforts for Medi-Cal and Healthy Families; and may coordinate the overall support program at some school sites.

SUPERVISION

General supervision is received from school administrator. Technical supervision is received from the District Coordinator, Healthy Start and Wellness Programs Community Partnerships or other certificated administrator within the Division of Student Health and Human Services ~~an appropriate health professional credential~~. Supervision is exercised over Student and Family Resources Navigator and employees in support classes.

CLASS QUALIFICATIONS

Knowledge of:

- Program development and improvement techniques such as Total Quality Management (TQM) and Key Performance Indicators (K.P.I)
- Protection of Personally Identifiable Information (PII), Health Insurance Portability and Accountability Act (HIPPA), and Family Educational Rights and Privacy Act (FERPA)
- Issues related to families of diverse socio-economic and cultural backgrounds such as foster youth and English Language Learner students
- Youth service agencies and services including medical, mental health, vision or dental, academic, and student basic needs
- Program referral procedures and processes
- Design and create promotional material such as brochures, flyers, and announcements
- Supervisory and mentoring techniques
- Strategic marketing techniques
- Organization of the Los Angeles Unified School District
- Filing and other information-storage systems
- Principles and practices of case management
- Microsoft Windows operating systems and Office Suite programs

Ability to:

- Make presentations to multi-ethnic, and multi-cultural groups of students, parents, and collaborative partners
- Support parent engagement and empowerment in a school community and facilitate interdisciplinary team support
- Plan, organize, track, and coordinate work to meet deadlines
- Plan, supervise, and evaluate the performance of assigned personnel
- Establish and maintain positive interpersonal relationships with others
- Communicate effectively both orally and in writing
- Communicate effectively with agencies and institutions which provide social, psychological, and medical services
- Exercise tact and judgment in contacts with administrators, co-workers, employees, and others
- Prepare and present clear, concise, and accurate reports
- Operate a personal computer and associated peripheral equipment

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree preferably in human services, social work, child development, community health, health services, or a closely related field. Additional qualifying experience may be substituted on a year-for-year basis for the required education provided that evidence of graduation from high school or equivalent educational proficiency is met.

Experience:

~~Two years of professional level experience in a social service agency, foundation, or school district providing social service case management.~~ Two years of experience providing referral and case management services within a Healthy Start Program, school-based health clinic, wellness center or network. Experience as a ~~Certificated~~ Certified Enrollment Counselor is preferred.

Special:

~~A valid California Driver License.
Use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of private transportation.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
3-16-23
SH

District Notification Date: 2-7-23
Union Notification Date: 2-16-23

STUDENT AND FAMILY RESOURCES NAVIGATOR

DEFINITION

Provides referral and case management services within a Healthy Start Program, school-based health clinic, Wellness Center and Wellness Network, or similar student and family support programs.

TYPICAL DUTIES

- Provides outreach and enrollment services for low and no-cost health insurance programs such as Medi-Cal, and Covered California; and provides parents, students, and staff with resource information on and referrals to academic, medical, health education, mental health, and other support services.
- Conducts intake and follow-up meetings with identified clients such as foster youth, children from families with low-income, and families whose language may act as a barrier to accessing school and community resources and services.
- Develops, coordinates, and manages the overall case management plan of care for a client with student parent or guardian support.
- Refers students and/or family members to community services such as a medical, vision, or dental clinic, mental health, or other services designed to meet specific social/emotional, academic or health needs; and arranges for appointments and transportation for a student or student's family members to a service provider.
- Assists or leads the organization and implementation of local Healthy Start Program or other collaborative meetings such as school site Student Success Teams (SST), Student Support and Progress Team (SSPT), Coordination of Services Team (COST), or other program related partner meetings.
- Builds collaborative partnerships between District programs and social service programs available within the District perimeters.
- Creates and maintains lists of resources within a geographical area in the District.
- Attends meetings that include school administrators, providers from community-based partner organizations, health care providers, and other District staff to discuss and review the quality of services, trends, projections, and changes within the client populations for a health and student support service programs.
- Collects, maintains, and compiles program case management data such as service delivery and health insurance enrollment information.
- Participates in the development and implementation of uniform performance measures.
- Facilitates communication among school sites, community resources, collaborative members, and parents.
- Maintains confidential records and files in accordance with laws and grant requirements.
- Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Student and Family Resource Navigator performs case management services within a local School-based Health Clinic, Wellness Center, Wellness Network or student support service program; conducts locally driven outreach and enrollment efforts for Medi-Cal; and may coordinate the overall support program at some school sites.

A Student and Family Resources Coordinator manages the day-to-day operation of services within a

Healthy Start Program, School-based Health Clinic, Wellness Center, Wellness Network, or similar student and family support service program and supervises Student and Family Resources Navigator.

A Health Care Advocate assists District staff and parents in solving problems among schools, parents, and other health care and public agencies regarding enrollment, disenrollment, and continuity barriers, and interprets State health care guidelines to parents about qualifications for and enrollment in Medi-Cal, Healthy Families, and other health care benefits.

SUPERVISION

General supervision is received from a Student and Family Resources Coordinator or other certificated administrator. Work direction may be exercised over employees in support classes.

CLASS QUALIFICATIONS

Knowledge of:

- Issues related to families of diverse socio-economic and cultural backgrounds such as foster care youth and English Language Learners
- Protection of Personally Identifiable Information (PII), Health Insurance Portability and Accountability Act (HIPPA), and Family Educational Rights and Privacy Act (FERPA)
- Processes used in needs assessment
- Youth service agencies and services including medical, vision or dental, academic, mental health, and basic needs
- Electronic and web-based case management processes and systems
- Organization of the Los Angeles Unified School District
- Filing and storing confidential and other information using computer and hardcopy storage systems
- Microsoft Windows operating systems and Office Suite programs

Ability to:

- Plan and organize work to meet deadlines
- Deliver presentations to multi-ethnic and multi-cultural student and parent groups and collaborative partners
- Support parent engagement and empowerment in a school community, and facilitate interdisciplinary team support
- Communicate effectively with other public agencies and institutions which provide social, psychological, and medical services
- Establish and maintain positive interpersonal relationships with others
- Communicate effectively, tactfully, and persuasively both orally and in writing
- Exercise discretion in the dissemination of information
- Exercise tact and judgment in contacts with administrators, co-workers, employees, and others
- Prepare and submit timely, complete, accurate, and concise reports
- Operate a personal computer and associated peripheral equipment

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a degree preferably in human services, social work, child development, community health, health services, or a closely related field. Additional qualifying experience may be substituted on a year-for-year basis for the required education provided that evidence of graduation from high school or equivalent educational proficiency is met.

Experience:

Two years of experience in a social service agency, foundation, or school district working with parents and community agencies providing social services. Experience as a Certified ~~Application~~ Enrollment Counselor is preferred.

Special:

~~A valid California Driver License.~~
~~Use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of private transportation, or the ability to utilize an alternative method of transportation.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
3-16-23
SH

District Notification Date: 2-7-23
Union Notification Date: 2-16-23

SUBJECT TO THE APPROVAL
OF THE PERSONNEL COMMISSION

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: THE PERSONNEL COMMISSION

FROM: KARLA M. GOULD, PERSONNEL DIRECTOR

SUBJECT: RECLASSIFICATION REPORT

It is recommended that the following reclassification action be approved:

From:	Fiscal Services Manager (1115) (\$7,951.84 - \$9,871.02/month)	To:	Charter Schools Fiscal Oversight Manager (2398) (\$7,951.84 - \$9,871.02/month)
POS:	30371280, 30361731, 30361732, 30072892, 30371291, 30361733, 30428651, 30492423, 30428649, 30416391, 30492425, 30428650, 30492424 (A Basis)	POS:	30371280, 30361731, 30361732, 30072892, 30371291, 30361733, 30428651, 30492423, 30428649, 30416391, 30492425, 30428650, 30492424 (A Basis)
Location:	Charter Schools Division Cost Center (1006601 & 1043101)	Incumbents:	A. Ines (676722); B. Chong (709526); B. Chua (783717); C. Delos Santos-Iya (717059); H. Han (783764); J. Daee (757936); J. Low (541587); L. Iya (668120); R. Ramos (783789); S. Sarceno (757955); S. Ngov (730361)

Reason for Reclassification: The subject positions meet the class concept of Charter Schools Fiscal Oversight Manager in that the positions are reviewing annual independent audit reports for fiscally independent charter schools authorized by the District and identifying key areas of interest in oversight responsibilities; conducting mandatory oversight visits to each individually assigned independent charter school annually and as needed; reviewing new and renewal charter petitions and material revision requests; and conducting the Community Impact Analysis including the enrollment trend analysis and fiscal impact analysis, as applicable and required by charter laws and regulations, and District policy.

Status of Incumbents: Incumbents A. Ines (676722); B. Chong (709526); B. Chua (783717); C. Delos Santos-Iya (717059); H. Han (783764); J. Daee (757936); J. Low (541587); L. Iya (668120); R. Ramos (783789); S. Sarceno (757955); S. Ngov (730361) may request a change of assignment to the reclassified positions or be otherwise assigned.

Effective Date: March 16, 2023

RGK/BM

c: Talent Acquisition and Selection Branch
Classified Employment Services Branch
Files Unit

**PERSONNEL COMMISSION
LOS ANGELES UNIFIED SCHOOL DISTRICT
ESTABLISHMENT OF CLASS**

CASE No. 12321

RECOMMENDATION(S):

CLASS TITLE:

Culinary Service Supervisor

EFFECTIVE DATE:

March 16, 2023

GROUP, SERIES:

Food Series, Operations Management Group

HOURLY SALARY RANGE:

\$37.38895 \$39.44320 \$41.60514 \$43.89964 \$46.31006*

SALARY SETTING BASIS:

Future salary movement is to be based on that of related classes in the Food Series, Operations Management Group.

BACKGROUND:

The Food Services Division has requested the establishment of the proposed Culinary Service Supervisor classification to coordinate and organize the District's culinary program within the Food Services Division. The proposed class will utilize their mastery of cuisines, knowledge of current trends and attractive plating techniques to develop creative, innovative, and flavorful meals for students, modify and update existing menu items, and develop catering in collaboration with the District menu team. In addition, the position will plan assigned catered events, coordinate the pilot food truck program, and supervise associated staff. The position will be located within the Newman Nutrition Center (NNC) and will report the NNC Food Production Manager.

BASES OF RECOMMENDATION:

An incumbent in the proposed class of Culinary Service Supervisor will collaborate with the District menu development team to create new and innovative recipes and menus and coordinate the implementation of them into the District meal program. The incumbent in the proposed class will also be responsible for:

- Recommending and developing menus and recipes, preparation and cooking techniques for District catering, food truck, and special events, including culturally relevant foods and themed menus.
- Supervising the staffing of District food trucks including planning the operations, scheduling, and daily deployment.
- Executing logistics of District catering, food truck, and special functions, including planning, ordering, preparing food, set up, service and staffing, and breakdown of events.
- Coordinating with District menu development team to arrange and host student and parent taste test events throughout the year, and to collect feedback on student and parent preferences to better inform menu and recipe development.

Additional duties and responsibilities are listed on the class description presented for approval in conjunction with this report.

A salary survey was conducted to assess both external market data and internal alignment. Externally, Personnel Commission staff surveyed several public agencies and found classes that operate at a comparable level to the proposed Culinary Service Supervisor classification such as Riverside Unified School District's Food Catering Supervisor (\$44.76/hr geographically adjusted max), Fontana Unified School District's Coordinator, Production and Catering (\$44.76/hr geographically adjusted max), and Sequoia Union High School District's Culinary Specialist (\$39.78/hr geographically adjusted max). The geographically adjusted salary distribution of public sector data indicates an hourly rate of \$45.05 at the 75th percentile.

However, internal alignment considerations necessitate that salary recommendations based upon external data be tempered dependent upon existing salary ranges of the District classification operating at a comparable level of responsibility. Internally, the proposed class operates at a similar level of scope and responsibility as other food services classifications with responsibilities for coordinating the development of a specialized aspect of the District menu and recipe items.

*The proposed salary range may be subjected to adjustments in accordance with applicable District-approved or negotiated salary increases.

RULE AMENDMENT(S): NONE

CULINARY SERVICE SUPERVISOR

DEFINITION

Coordinates and organizes the culinary and catering aspects of the District's food service program; under general direction of the Food Services Division administration.

TYPICAL DUTIES

Collaborates with the District menu development team to develop innovative meal options and coordinate the implementation of flavor profiles, food preparation and presentation into District-wide recipe development.

Recommends and develops menus and recipes, preparation and cooking techniques for District catering, food truck, and special events, including culturally relevant foods and themed menus; modifies and updates existing menu items and recipes.

Supervises the staffing of District food trucks including planning the operations, scheduling, and daily deployment.

Executes logistics of District catering, food truck, and special functions, including planning, ordering, preparing food, set up, service and staffing, and breakdown of events.

Coordinates with the District menu development team to arrange and host student and parent taste test events throughout the year, and to collect feedback on student and parent preferences to better inform menu and recipe development.

Assists with staff development and training in culinary and creative food presentation skills, proper cooking and preparation techniques, and use of new equipment to present food that is healthy, flavorful, and appealing.

Works with food services staff to identify kitchen equipment and small wares needs, define specifications, test, and evaluate products for acceptability.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Culinary Service Supervisor coordinates and organizes the culinary aspects of the District's culinary program, develops new school-based and catering menus and implement innovative recipes into the District's meal program; and coordinates and organizes various food service events.

A Food Production Manager plans, coordinates, and supervises the operation of the Newman Nutrition Center (NNC) and manages activities pertaining to preparing and packaging large volumes of pre-plated meals and individual food items in large quantities.

An Area Food Services Supervisor provides general supervision to and coordinates food services programs in an assigned District food services area and may be assigned central office projects or administrative functions.

A Nutrition Specialist develops and analyzes menus and recipes, schedules tests and recommends foods and related products for purchase, serves as a technical resource in matters of nutrition, and provides technical guidance over the operation of various District food service programs to ensure compliance with federal, State, and local nutritional requirements and standards.

SUPERVISION

The Culinary Service Supervisor receives general supervision from a Food Production Manager or Deputy Director of Food Services. Supervision is exercised over lower-level staff involved in food production, preparation, presentation of school meals, food truck operations, and catering events.

CLASS QUALIFICATIONS

Knowledge of:

- Principles and practices of culinary arts, catering, and events planning
- Menu and recipe development, flavor profiles, and food presentation
- Hazardous Analysis Critical Control Point (HACCP) system of food handling, safety, and sanitation standards
- Rules and regulations governing all school nutrition programs such as the National School Lunch Program, School Breakfast Program, Child Care Feeding Program, and School Snacks operated by the District
- Methodology of culinary calculations, planning, production, and serving food in large quantities
- Correct selection, testing utilization, care, and safety regulations and practices applicable to food production facilities and equipment

Ability to:

- Plan the logistics of a catering, food truck, or special event operations including scheduling, staffing, ordering, and other tasks associated with catering and event planning
- Create and develop recipes, themed menus, creative ideas for presentation, decoration, etc.
- Cater large District events
- Train staff in food preparation
- Establish and maintain effective working relationships with vendors, food service personnel, and others

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent education proficiency; and 20 semester or equivalent quarter units in culinary arts, or a Certificate of Achievement in culinary arts, or an associate's degree in culinary arts. The aforementioned education must be obtained from a recognized university, college, or trade school.

Experience:

Three years of experience developing recipes and menus in large batch quantities (300 servings per day or more), preferably served in multiple unit locations. Experience developing recipes and menus in institutional facilities, hospitality and hotel chains, restaurant chains, or food production/food processing companies is preferred.

Special:

- A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.
- A valid "ServSafe Food Protection Manager Certificate" issued by the National Restaurant Association or equivalent.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

New Class
03-16-2023
SD/MJM

**PERSONNEL COMMISSION
LOS ANGELES UNIFIED SCHOOL DISTRICT
REESTABLISHMENT OF CLASS**

Case No. 12370

RECOMMENDATION(S):

Class Title:
School Physical Therapy Assistant

Effective:
March 16, 2023

GROUP, SERIES:

Instructional Assistance Series
Special Education Group

SALARY RANGE OR FLAT RATE/PP:

\$29.27889 32.02265 32.47468 34.20549 36.03178

SALARY SETTING BASIS:

Salary movement to be based on the movement of related classes in the Special Education Group, Instructional Assistance Series.

BACKGROUND:

The School Physical Therapy Assistant classification was abolished in 2000 due to disuse. Currently, the division is requesting its reestablishment to meet the increasing need as identified in District Supported students' Individualized Education Program (IEP). Therefore, it is recommended that the School Physical Therapy Assistant be reestablished.

BASES OF RECOMMENDATION(S):

The salary level of the reestablished class maintains its established alignment with the classification of School Occupational Therapy Assistant and the hourly range it would have had if it had not been abolished (\$29.27889 - \$36.03178).

A revised class description outlining the duties, and responsibilities is submitted for approval in conjunction with this report.

RULE AMENDMENT(S):

None.

RGK/SD

Presented to the Personnel Commission on March 16, 2023.

SCHOOL PHYSICAL THERAPY ASSISTANT

DEFINITION

Under the supervision of the School Physical Therapist, a School Physical Therapy Assistant provides educationally related physical therapy services to identified special education students according to students' Individualized Education Program (IEP) and maintains related service records.

TYPICAL DUTIES

Provides physical therapy in accordance with District policies and procedures according to IEP goals and the treatment plan developed by the School Physical Therapist ~~and in accordance with District policies and procedures.~~

Assists a School Physical Therapist with data collection and assessing students' abilities in motor control, sensorimotor coordination, postural balance, activities of daily living, functional mobility, accessibility, and environmental adaptations and assistive devices

Adapts school and classroom environment, tools, and materials under the supervision of the School Physical Therapist to improve student function and facilitate student access to curricular and instructional activities.

Assists a School Physical Therapist with development of treatment goals and an intervention plan as part of the IEP.

Attends IEP meetings as directed to report findings and recommendations.

Monitors the use of adaptive equipment and other assistive technologies.

Provides assistance to educational staff through consultation, training, and direct individual or group activities under the supervision of a licensed occupational therapist.

Documents therapy ~~received~~ and records progress using computer applications.

Maintains a variety of service related logs and prepares reports according to established guidelines.

Organizes kits for use in therapy intervention.

Contacts District staff, parents, and various agencies related to physical therapy services.

~~Maintains regular contact with the assigned School Physical Therapist.~~

Attends school staff meetings and assists with staff development as instructed.

May recommend or develop assistive devices.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A School Physical Therapy Assistant assists a School Physical Therapist in providing services based upon the recommendation of the individualized education program team.

A School Occupational Therapy Assistant assists a School Occupational Therapist in providing services based upon the recommendation of the individualized education program team.

A Health Care Assistant performs authorized medical procedures for students with disabilities in addition to performing the duties of a Special Education Assistant.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of students with disabilities.

SUPERVISION

General supervision is received from a ~~School Physical Therapist~~ certificated employee. ~~Work direction over special procedures is received from a School Physical Therapist.~~ No supervision is exercised.

CLASS QUALIFICATIONS

Knowledge of:

Child growth and development
Principles, methods, and equipment used in physical therapy
General nature and causes of physical, mental, and emotional disabilities
Functioning of adaptive equipment, assistive technology, ~~and special equipment such as wheel chairs and braces~~
Microsoft Word and internet browsing applications

Ability to:

Speak and write English clearly and effectively
~~Design and fit adaptive devices~~
Assist with standardized assessment tests
Work with all levels of District staff, parents, health care professionals, and other health care agencies
Operate a personal computer and peripheral equipment
Organize and prioritize responsibilities

Special Physical Requirement:

Sufficient strength to safely lift and move heavy objects and assist in student positioning

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency.

Graduation from ~~an accredited~~ a Physical Therapy Assistant Program approved by the Commission on Accreditation in Physical Therapy Education (CAPTE).

~~;~~ Additional courses in child development, including neurological and physical training are desirable.

Experience:

Clinical affiliation in pediatrics and working with children in a physical therapy or educational setting are desirable.

Special:

Licensed by the California Board of Physical Therapy to practice as a Physical Therapy Assistant.
Certification as a Certified Physical Therapy Assistant by the National Board for Certification in Physical Therapy.

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

~~Possession of a valid certificate as a Physical Therapist Assistant as issued by the Physical Therapy Examining Committee, Board of Medical Quality Assurance, Department of Consumer Affairs.~~

~~Possession of a valid California Driver License.~~

~~Use of an automobile.~~

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised
03-16-23
SD