

LOWELL JOINT SCHOOL DISTRICT

Jordan Elementary School, 10654 Jordan Road, Whittier, CA 90603

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES

March 6, 2023

Call to Order	President Shaw called the meeting to order at 6:30 p.m. at Jordan Elementary School 10654 Jordan Road, Whittier, CA 90603
Topics Not on the Agenda	None.
Closed Meeting	President Shaw declared the meeting recessed to closed session at 6:31 p.m.
Call to Order	<p>President Shaw reconvened the meeting to order at 7:35 p.m.</p> <p>The flag salute was led by Melissa Salinas, Board of Trustees Board Member.</p> <p>Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Melissa A. Salinas</p> <p>Trustees Absent: None</p> <p>Jim Coombs, Superintendent of Schools; Sheri McDonald, Assistant Superintendent of Educational Services; David Bennett, Assistant Superintendent of Business Services; Carl Erickson, Assistant Superintendent of Administrative Services</p> <p>Staff Absent: None.</p>
Reporting Out Action (if any) Taken in Closed Session	This evening in closed session, pursuant to Education Code section 44920, the Board took action in a unanimous roll call vote (5 – 0) to adopt Resolution 886 to release and non-reelect 20 certificated employees under temporary contracts effective at the end of the 2022-2023 school year, and delegated the authority to the Superintendent or designee be authorized to execute the necessary documents.
Introduction / Welcome	President Shaw welcomed the many guests in attendance, staff members present, guests, Allison Fonti, LJEA president, Leslie Mangold, LJEA lead negotiator and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	Ms. Shaw acknowledged that all Board members received and email from a parent.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the March 6, 2023, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the February 6, 2023, Regular Board Meeting.

Timely Information from the Board and Superintendent	<p>These students were recognized as recipients of the “Every Student Succeeds” ACSA award.</p> <p>Mrs. Malm introduced and spoke about Briana Rodriguez a fifth grade student at El Portal Elementary.</p> <p>Dr. Elmquist introduced and spoke about Joseph Carlon a first grade student from Jordan Elementary.</p> <p>Mrs. Jacobsen introduced and spoke about Codey Chamu Gonzalez a first grade student from Macy Elementary.</p> <p>Mr. Cukro introduced and spoke about Edward Delgado a fourth grade student at Meadow Green Elementary.</p> <p>Mrs. Van Hoogmoed introduced and spoke about Desiree Fernandez a fifth grade student at Olita Elementary.</p> <p>Dr. Jackson introduced and spoke about Kyland Nicholas an eighth grade student at Rancho Starbuck. Kyland was also chosen and the district recipient of the “Every Student Succeeds” ACSA award.</p> <p>Ms. Shaw presented each student with a certificate and a book in honor of their achievements.</p>
RECESS	<p>Ms. Shaw declared a recess at 7:53 p.m. Ms. Shaw reopened the Board meeting at 8:01 p.m.</p>
School Reports	<p>Each Board member shared highlights of their respective schools.</p>
Topics Not on the Agenda	<p>None.</p>
Adoption of the 2024-2025 Student Attendance Calendar	<p>It was moved, seconded, and carried by unanimous vote (5– 0) to adopt the 2024/2025 student attendance calendar, and that the Superintendent or designee be authorized to execute the necessary documents.</p>
Presentation of Second Interim Report 2022/2023	<p>Education Code Sections 35035(g), 42130, and 42131 require Board approval of the District’s Second Interim Report 2022/23 and certification by the Board as to whether or not the District certifies they are able to maintain positive cash and fund balances for the current and subsequent two fiscal years. The Board can certify they are certain (positive certification), uncertain (qualified certification), or negative (negative certification) they can meet their current and subsequent two years positive cash and fund balances. The Board approved interim report is due to the Orange County Department of Education by March 15, 2023.</p> <p>It was moved, seconded, and carried by unanimous vote (5-0) to adopt the 2022/23 Second Interim and approve a “Positive Certification” for the reporting period of the District’s ability to meet its financial obligations for the current and two subsequent years based upon the current 2022/23 State budget and proposed 2023/24 State budget assumptions defined by the Orange County Department of Education, and that the Superintendent or designee be authorized to execute the necessary documents.</p>

Agreement with Red Wave Comm, Inc. for Electrical And Low Voltage on the Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) Project, Bid #2223-01

It was moved, seconded, and carried by unanimous vote (5-0) to approve the agreement with Red Wave Comm, Inc., for the electrical and low voltage portions of the Maybrook Interim Housing Phase II (Rancho-Intermediate Interim Housing) project (2223-01), funding for the Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) project to come from Measure LL, Fund 21-General Obligation Bond, 2018 Election, 121-0000-0-6230-0000-8500-115, and that the Superintendent or designee be authorized to execute the necessary documents.

Agreement with Spec Construction Co., Inc. for General Construction on the Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) Project, Bid #2223-01

It was moved, seconded, and carried by unanimous vote (5-0) to approve the agreement with Spec Construction Co., Inc., for the general construction portions of the Maybrook Interim Housing Phase II (Rancho-Intermediate Interim Housing) project (2223-01), funding for the Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) project will come from Measure LL, Fund 21 - General Obligation Bond, 2018 Election., 2121-0000-0-6230-0000-8500-115, and that the Superintendent or designee be authorized to execute the necessary documents.

Agreement with Miller Plumbing, Inc. For Plumbing & Site Utilities on the Maybrook Interim Housing Phase II (Rancho- Starbuck Interim Housing) Project, Bid #2223-01

It was moved, seconded, and carried by unanimous vote (5- 0) to approve the agreement with Miller Plumbing, Inc. for the Plumbing and Site Utilities portions of the Maybrook Interim Housing Phase II (Rancho-Intermediate Interim Housing) project (2223-01), Funding for the Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) project will come from Measure LL, Fund 21 - General Obligation Bond, 2018 Election, 2121-0000-0-6230-0000-8500-115, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Division of State Architect (DSA) Inspections, Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing)

It was moved, seconded, and carried by unanimous vote (5-0) to approve the Professional Services Agreement, Hauffe Company Inc.,(HCI), DSA Inspection Services, Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing), effective March 6, 2023, through March 6, 2024, not to exceed \$62,720.00 (21.0-00000-0-00000-85000-6281-0011000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Division of State Architect (DSA) Inspections, Rancho-Starbuck Intermediate School

It was moved, seconded, and carried by unanimous vote (5-0) to approve the Professional Services Agreement, Hauffe Company Inc., (HCI), DSA Inspection Services, Rancho-Starbuck Intermediate School Modernization, effective March 6, 2023, through December 31, 2024, not to exceed \$250,880.00 (21.0-00000-0-00000-85000-6281-0011000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2022/23 No. 884 Finding the Proposed Rancho-Starbuck Intermediate School Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a

It was moved, seconded, and carried by unanimous roll call vote (5- 0) to adopt Resolution 2022/23 No. 884 Finding the Proposed Rancho-Starbuck Intermediate School Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a Notice of Exemption and Approving the Project), and that the Superintendent or designee be authorized to execute the necessary documents.

Notice of Exemption and Approving the Project

Resolution 2022/23 No. 885 Finding the Proposed Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a Notice of Exemption and Approving the Project

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2022/23 No. 885 Finding the Proposed Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a Notice of Exemption and Approving the Project, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2022/23 No. 886, to Release and Non-Reelect Temporary Certificated Employees

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2022/23 No. 886, to Release and Non-Reelect Temporary Certificated Employees, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of the Comprehensive School Safety Plan for 2022/2023 school year.

It was moved, seconded, and carried by unanimous vote (5-0) to approve the 2022/23 Comprehensive School Safety Plan for each school site, per California Education Code 35294.6 and 32282, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of First Amendment to Agreement FCI-SD4-15 By and Between Children and Families Commission of Orange County and Lowell Joint School District

It was moved, seconded, and carried by unanimous vote (5-0) to approve the amended agreement with Children and Families Commission of Orange County and Lowell Joint School District, with an additional \$86,400 for increased or additional Services to the District, \$84,400 for Kindergarten Readiness Initiative (KRI) services and \$2,000 for Early Development Index (EDI) Services, for the period July 1, 2022 through June 30, 2024, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2022/23 No. 887 Declaring March 6-10, 2023 as “National School Breakfast Week”

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2022/23 No.887 supporting March 6-10, 2023 “National School Breakfast Week”, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve/ratify the following items, under a consent procedure.

Approval of Agreement with Behavior and Education Inc., a Nonpublic Nonsectarian Agency, to Provide additional direct Behavioral Intervention Services for select district students for the

Approved the Agreement with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide additional direct Behavioral Intervention Services for a select District Students for the 2022/2023 school year, at the rate of \$60.00 and \$80.00 per hour, not to exceed \$100,000.00 and that the Superintendent or designee be authorized to execute the agreement.

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2022/2023 School Year

Approval of Consultant Agreement with Mr. Ryan Morales to Provide After-School Coaching Services for the 2022/23 School Year

Approved the consultant agreement with Mr. Ryan Morales to provide after-school coaching services for the 2022/23 school year, at the amount of \$700.00, not to exceed \$1400.00, to be paid from the monies secured by the Rancho Starbuck Athletic account, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Consultant Agreement with Mr. Bryan Tarelo to Provide After School Coaching Services for the 2022/23 School Year

Approved the consultant agreement with Mr. Bryan Tarelo to provide after-school coaching services for the 2022/23 school year, at the amount of \$700.00, not to exceed \$1400.00, to be paid from the monies secured by the Rancho Starbuck Athletic account, and that the Superintendent or designee be authorized to execute the agreement.

Acceptance of Donations

Approved the donation, School First \$1500.00, which have been donated to the District Board Donation Account and a letter of appreciation be written to the donor.

Approval of Memorandum of Understanding Between Lowell Joint School District and California Baptist University, effective February 23, 2023 through June 30, 2026

Approved the Memorandum of Understanding between California Baptist University, and Lowell Joint School District for the period of January 1, 2023 through June 30, 2026, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Purchase Order Report 2022/23 #8

Approved the Purchase Order Report 2022/23 #8, issued January 1, 2023 through January 31, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report 2022/23 #8

Approved the Check Register Listing Report 2022/23 #8, issued January 1, 2023 through January 31, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report Hiring, Resignations, Contract 2022/23 #8 Which Includes Adjustments and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2022/23 #8, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of the 2022-2023 Classified Management Salary Schedule, Effective March 6, 2022, with the Addition of the Food

Approved the 2022-2023 Classified Management salary schedule, effective March 6, 2023, with the addition of the Nutrition Services Supervisor position, and that the Superintendent or designee be authorized to execute the necessary documents.

Services Supervisor and
Operations Position

Approval of Consultant Agreement with RMH Dance & Productions to Provide Audio and Lighting Services for Lowell Joint Youth Theatre Seussical Shows during the 2022/2023 School Year

Approved the consultant agreement with RMH Dance & Productions to provide Audio and Lighting services for the Seussical Shows at Macy and Meadow Green on March 10, 11, 12, 2023, not to exceed \$4,175.00, funding to be paid by Art, Music, and Instructional Materials block grant, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Fullerton Joint Union High School District Provision of Library Services, Effective July 1, 2022 through June 30, 2025

Approved the Agreement with Fullerton Joint Union High School District for the provision of Library Services effective July 1, 2022 through June 30, 2025, not to exceed \$1000.00, to be paid for by the Curriculum department funds, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Extended Field Trip to Catalina Island Marine Institute from March 13-15, 2023

There will be 54 sixth-grade students from Macy Elementary School participating in an extended field trip to Catalina Island Marine Institute from Monday, March 13, 2023, to, Wednesday, March 15, 2023. Students will enjoy a variety of experiential science labs and adventure activities in Marine Science and Island Ecology. Supervision will be provided by 3 staff members and 8 parent volunteers. Supervision will be provided by the following individuals: Patty Jacobsen (Staff), Jessica Sober (Staff), Michelle Valdez (Staff), Nicole Jasso (Parent), Rashell Flores (Parent), Steven Coumparoules (Parent), Jose Quintero (Parent), Hugo Cisneros (Parent), Erica Gomez (Parent), David De Alba (Parent)

Approved the extended field trip to Catalina Island Marine Institute, March 13-15, 2023, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Extended Field Trip to Ocean Institute in Dana Point from March 8 – 11, 2023

There will be 34 fifth-grade students from Macy Elementary School participating in two extended field trips to the Ocean Institute in Dana Point. Group #1 with 19 students will attend on March 8th & 9th and Group #2 with 15 students will attend on March 10th & 11th. Students will study the history of the Revolutionary War in a real life setting. Supervision will be provided by 3 staff members and 5 parent volunteers for each group.

Supervision will be provided by the following individuals for both groups: Patty Jacobsen (Staff), Michelle Valdes (Staff), Sylvia Lee (Staff), Robert La Voie (Parent), Albert Rubalcaba (Parent), Elena Klock (Parent), Nadine Machuca (Parent), Kara Perez (Parent), Laurie Kudler (Parent), Sam Sullivan (Parent), Gena Bonafede (Parent), Wendy Pollard (Parent), Quyen Ly (Parent), Lee Perine (Parent)

Approved the extended field trip to the Ocean Institute, March 8-11, 2023, and that the Superintendent or designee be authorized to execute the necessary documents

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Approval of Agreement with Magic Jump Rentals, Inc. to Provide Inflatables for Rancho Starbuck Intermediate School, for School Dances and Other Annual Events for the 2022-2023 school year

Approved the agreement with Magic Jump Rentals, Inc. for inflatables for Rancho Starbuck Intermediate School, for the school dances and other annual events, not to exceed \$10,000, to be paid by the Rancho Starbuck ASB and donation account, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with A & D Transportation for Athletic and Field Trip Transportation for the 2022-2023 School Year

Approved the contract with A & D Transportation for Field Trip Transportation services for the 2022-2023 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Hot Dogger Tours, Inc. dba Gold Coast Tours Bus Transportation Services for the 2022-2023 School Year

Approved the contract with Hot Dogger Tours, Inc. dba Gold Coast Tours for field trip transportation services for the 2022-2023 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Lux Bus Transportation Services for the 2022-2023 School Year

Approved the contract with Lux Transportation for field trip transportation services for the 2022-2023 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Zum Bus Transportation Services for the 2022-2023 School Year

Approved the contract with Zum Bus Company for field trip transportation services for the 2022-2023 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/
Superintendent Comments


Mr. Coombs thanked everyone for recognizing the Every Student Succeeds ACSA Students.
Mrs. Shackelford requested knowing more about these student's achievements privately.
Mr. Coombs stated the reason that they held the board meeting at Jordan was for the rededication ceremony of Jordan Elementary that was held there earlier that evening.
Dr. Zegarra thanked all of the visitors that attended.

Adjournment

President Shaw declared the meeting adjourned at 8:37 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

4/3/2023



Clerk/President/Secretary to the Board of Trustees

Lowell Joint School District

STUDENT ATTENDANCE CALENDAR FOR 2024/2025

First Day of Student Attendance 7th Grade Students (Minimum Day)..... Tuesday, August 13, 2024
 First Day of School..... Wednesday, August 14, 2024
 Staff Development Day a.m. (*students do not attend*)..... Friday, November 1, 2024
 Staff Development Day (*students do not attend*) Friday, April 18, 2025
 Last Day for 7th Grade Students..... Thursday, May 29, 2025
 Last Day for Students (Last Day Schedule) (8th Grade Promotion)..... Friday, May 30, 2025

HOLIDAYS

Labor Day..... Monday, September 2, 2024
 Veterans' Day Monday, November 11, 2024
 Thanksgiving Holiday..... Monday, November 25 through Friday, November 29, 2024
 Winter Recess Monday, December 23, 2024 through Friday, January 3, 2025
 Martin Luther King Day..... Monday, January 20, 2025
 Lincoln Day..... Monday, February 10, 2025
 Washington Day..... Monday, February 17, 2025
 Spring Recess..... Monday, March 17 through Friday, March 21, 2025
 Memorial Day Monday May 26, 2025

DAYS SCHOOL WILL BE IN SESSION

Calendar Months	Student Days Attended
August	13
September	20
October	23
November	14
December	15
January	19
February	18
March	16
April	21
May	21
June	<u>0</u>
 Total Instructional Days	 180



Kurt Hauffe
714 925 7878
kurt@hauffecompany.com
2713 Lowell Lane
Santa Ana, California 92706
CSLB Number:
612305,A,B,C10,C15,C20,C36,C54
DSA Class 1 #5488

February 9, 2023

Mr. David Bennett
Assistant Superintendent of Administrative Services
Lowell Joint Uninifed School District
11019 Valley Home Avenue
Whittier, California 90603

Proposal for Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing)

Dear Mr. Bennett,

I am pleased to provide Lowell Joint School District with a proposal for DSA Inspection Services for Maybrook Interim Housing Phase II (Rancho- Starbuck Intermediate School Modernization) Located at 11700 Maybrook Avenue. Whittier, CA 90604.

Inspection Services provided by Hauffe Company Inc. 14 weeks, 40 hours per week for a total of 560 hours at \$112 per hour for a total cost of \$62,720.

The Hauffe Company Inc. Looks forward to continuing our working relationship with the Lowell Joint School District.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to be "Kurt Hauffe".

Kurt Hauffe
President
Hauffe Company Inc.

Kurt Hauffe
714 925 7878
kurt@hauffecompany.com
2713 Lowell Lane
Santa Ana, California 92706
CSLB Number:
612305,A,B,C10,C16,C20,C36,C54
DSA Class 1 #5488

February 9, 2023

Mr. David Bennett
Assistant Superintendent of Administrative Services
Lowell Joint Uninifed School District
11019 Valley Home Avenue
Whittier, California 90603

Proposal for Rancho-Starbuck Intermediate School Modernization

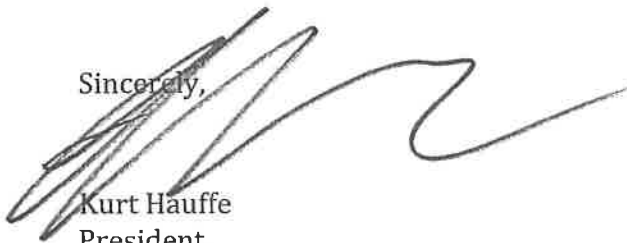
Dear Mr. Bennett,

I am pleased to provide Lowell Joint School District with a proposal for DSA Inspection Services for Rancho- Starbuck Intermediate School Modernization Located at 16430 Woodbrier Avenue. Whittier, CA 90604.

Inspection Services provided by Hauffe Company Inc. 56 weeks, 40 hours per week for a total of 2240 hours at \$112 per hour for a total cost of \$250,880.00

The Hauffe Company Inc. Looks forward to continuing our working relationship with the Lowell Joint School District.

Sincerely,



Kurt Hauffe
President
Hauffe Company Inc.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/23 NO. 884

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RESOLUTION ADOPTING A NOTICE OF EXEMPTION FOR
THE MAYBROOK INTERIM HOUSING PHASE II (RANCHO-STARBUCK INTERIM
HOUSING) SCHOOL PROJECT**

WHEREAS, the Lowell Joint School District (“District”) operates Rancho-Starbuck Intermediate School, 16430 Woodbrier Dr., Whittier, California; and

WHEREAS, the District proposes a project at Rancho-Starbuck Intermediate School (“Project”); and

WHEREAS, the proposed project consists primarily of re-roofing existing hard buildings, upgrade existing HVAC systems, upgrade necessary associated electrical service, upgrades to fire alarm system and upgrades of existing sewer lines;

WHEREAS, prior to commencement of the Project, the District must comply with the California Environmental Quality Act (“CEQA”); and

WHEREAS, categorical exemptions to CEQA are set forth in Article 19 of Title 14 of the California Code of Regulations (“CEQA Guidelines”); and

WHEREAS, the Project is exempt under CEQA Guidelines Section 15301; and

WHEREAS, CEQA Guidelines Section 15301, Existing Facilities, sets forth an exemption from CEQA for the operation, repair, permitting, leasing, or minor alterations of existing public structures, mechanical equipment or topographical features, involving little or no expansion of use; and

WHEREAS, the Project meets the criteria set by CEQA Guidelines Section 15301; and

WHEREAS, the District has determined that the project is not subject to the exceptions to categorical exemptions set forth in CEQA Guidelines Section 15300.2; and

WHEREAS, the Site is not in a sensitive environment of hazardous or critical concern; and

WHEREAS, the Project’s environmental effects of known successive projects of the same type, and the environmental effects caused by other District projects including Maybrook, El Portal, Olita, and Macy Elementary Schools, over time, are not environmentally significant and cumulatively considerable; and

WHEREAS, the District is unaware of any unusual circumstances that would result in a reasonable possibility that the project will have significant effect on the environment; and

WHEREAS, the Project will not damage scenic resources within a highway officially designated as a State scenic highway; and

WHEREAS, the Site does not appear on a list compiled pursuant to Government Code Section 65962.5 due to historic contamination; and

WHEREAS, the Project will not cause a substantial adverse change in the significance of a historical resource.

NOW, THEREFORE, the Board of Education of the Lowell Joint School District hereby resolves as follows:

1. That the above recitals are all true and correct.
2. That the District has considered whether the Project may have a significant effect on the environment.
3. That the District has concluded that the Project will not have a significant effect on the environment.
4. The District adopts the Notice of Exemption (NOE) and incorporates the NOE by reference as fully set forth herein.
5. That the Project is subject to CEQA Guidelines Section 15301 and is not subject to any exemptions found in CEQA Guidelines Section 15300.2 and is therefore exempt from CEQA.
6. That the District approves the project.
7. That the District Superintendent, or Designee, is instructed to file and/or record a Notice of Exemption from the California Environmental Quality Act, consistent with this Resolution with any and all appropriate public agencies or entities, subject only to minor, non-substantive revisions, if necessary.
8. That this Resolution shall take effect immediately upon its adoption.

APPROVED AND ADOPTED this 6th day of March, 2023, by the following vote:

AYES: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Melissa A. Salinas

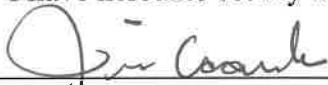
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 6th day of March, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 6th day of March, 2023.



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/23 NO. 885

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RESOLUTION ADOPTING A NOTICE OF EXEMPTION FOR
THE MAYBROOK INTERIM HOUSING PHASE II (RANCHO-STARBUCK INTERIM
HOUSING) SCHOOL PROJECT**

WHEREAS, the Lowell Joint School District (“District”) operates Maybrook Elementary School at 11700 Maybrook Ave., Whittier, California; and

WHEREAS, the District proposes a project at Maybrook Interim Housing Phase II (Rancho-Starbuck Interim Housing) (“Project”); and

WHEREAS, the proposed project consists primarily of installation of additional portable classrooms, upgrade of necessary electrical service, and fire alarm system to the new portable classrooms.

WHEREAS, prior to commencement of the Project, the District must comply with the California Environmental Quality Act (“CEQA”); and

WHEREAS, categorical exemptions to CEQA are set forth in Article 19 of Title 14 of the California Code of Regulations (“CEQA Guidelines”); and

WHEREAS, the Project is exempt under CEQA Guidelines Section 15301; and

WHEREAS, CEQA Guidelines Section 15301, Existing Facilities, sets forth an exemption from CEQA for the operation, repair, permitting, leasing, or minor alterations of existing public structures, mechanical equipment or topographical features, involving little or no expansion of use; and

WHEREAS, the Project meets the criteria set by CEQA Guidelines Section 15301; and

WHEREAS, the District has determined that the project is not subject to the exceptions to categorical exemptions set forth in CEQA Guidelines Section 15300.2; and

WHEREAS, the Site is not in a sensitive environment of hazardous or critical concern; and

WHEREAS, the Project’s environmental effects of known successive projects of the same type, and the environmental effects caused by other District projects including Maybrook, El Portal, Olita, and Macy Elementary Schools, over time, are not environmentally significant and cumulatively considerable; and

WHEREAS, the District is unaware of any unusual circumstances that would result in a reasonable possibility that the project will have significant effect on the environment; and

WHEREAS, the Project will not damage scenic resources within a highway officially designated as a State scenic highway; and

WHEREAS, the Site does not appear on a list compiled pursuant to Government Code Section 65962.5 due to historic contamination; and

WHEREAS, the Project will not cause a substantial adverse change in the significance of a historical resource.

NOW, THEREFORE, the Board of Education of the Lowell Joint School District

hereby resolves as follows:

1. That the above recitals are all true and correct.
2. That the District has considered whether the Project may have a significant effect on the environment.
3. That the District has concluded that the Project will not have a significant effect on the environment.
4. The District adopts the Notice of Exemption (NOE) and incorporates the NOE by reference as fully set forth herein.
5. That the Project is subject to CEQA Guidelines Section 15301 and is not subject to any exemptions found in CEQA Guidelines Section 15300.2 and is therefore exempt from CEQA.
6. That the District approves the project.
7. That the District Superintendent, or Designee, is instructed to file and/or record a Notice of Exemption from the California Environmental Quality Act, consistent with this Resolution with any and all appropriate public agencies or entities, subject only to minor, non-substantive revisions, if necessary.
8. That this Resolution shall take effect immediately upon its adoption.

APPROVED AND ADOPTED this 6th day of March, 2023, by the following vote:

AYES: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg,
Melissa A. Salinas

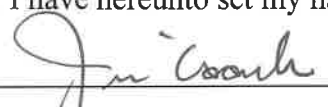
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 6th day of March, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 6th day of March, 2023.



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022-23 NO. 886

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
TO RELEASE AND NONREELECT
TEMPORARY CERTIFICATED EMPLOYEES
(Education Code Section 44954)**

A. General Recitals

1. **WHEREAS**, the Board of Trustees employs temporary certificated employees pursuant to Sections 44909, 44918, and 44920 of the Education Code; and
2. **WHEREAS**, Education Code section 44916 requires a temporary certificated employee to receive notice, prior to the first day of paid service, of the temporary nature of the employment and the anticipated length of service; and
3. **WHEREAS**, each employee classified as a temporary certificated employee pursuant to Sections of 44909, 44918, and 44920 of the Education Code received notice, prior to their first day of paid service, of the temporary nature of the employment and anticipated length of their service; and
4. **WHEREAS**, Education Code section 44954 provides that the Board of Trustees shall notify temporary employees in a position requiring certification qualification of the District's decision to release the employees from such a position prior to the next succeeding school year; and
5. **WHEREAS**, through this resolution, it is the intent of the Board of Trustees to release each temporary certificated employee employed for the 2022/23 school year effective no later than the last school day of the school year.

**B. Employment of Temporary Employees as Leave Replacements
Pursuant to Education Code Section 44920**

1. **WHEREAS**, Education Code section 44920 permits the Board of Trustees to “employ as a teacher ... any person holding appropriate certification documents, and may classify such person as a temporary employee” “based upon the need for additional certificated employees during a particular semester or year because a certificated employee has been granted leave for a semester or year, or is experiencing long-term illness”; and

2. **WHEREAS**, the Board of Trustees employed the following certificated employees under temporary contracts pursuant to Education Code section 44920 during the 2022/23 school year:

9900000490	9900000811	9900000006	9900000726
9900000593	9900000425	9900000595	9900000769
9900000660	9900000535	9900000220	9900000720
9900000623	9900000480	9900000479	9900000683
9900000431	9900000721	9900000455	9900000638

3. **WHEREAS**, the above-listed employees may be released pursuant to Education Code section 44918 and 44954 regardless of any expiration of a contract or a specially funded project; and

4. **WHEREAS**, the Board of Trustees of the Lowell Joint School District has determined to release the above-listed employees at the conclusion of the current 2022/23 school year and not to re-elect the following employee for the 2023/24 school year:

C. **Employment of Temporary Employees in Categorically Funded Programs Pursuant to Education Code Section 44909**

1. **WHEREAS**, Education Code section 44909 permits the Board of Trustees to “employ persons possessing an appropriate credential as certificated employees in programs and projects to perform services conducted under contract with public or private agencies, or categorically funded projects which are not required by federal or state statutes;” and

5. **WHEREAS**, Education Code section 44909 provides, “Such persons may be employed for periods which are less than a full school year and may be terminated at the expiration of the contract or specially funded project without regard to other requirements of this code respecting the termination of probationary or permanent employees other than Section 44918”; and

6. **WHEREAS**, the Board of Trustees employed no certificated employee under a temporary contract in a categorically funded position pursuant to Education Code section 44909 during the 2022/23 school year.

7. **WHEREAS**, Education Code section 44909 requires the “terms and conditions under which such persons are employed shall be mutually agreed upon by the employee and the Board of Trustees and such agreement shall be reduced in writing;” and

8. **WHEREAS**, the above-listed individual was employed pursuant to a mutually agreed-upon contract between the employee and the Board of Trustees and for the term of the contract or project; and

9. **WHEREAS**, the employee was hired to perform services conducted under contract with public or private agencies or categorically funded projects which are not required by federal or state statutes; and

10. **WHEREAS**, the employee’s contract specifically identified the particular contract or project under which their services were to be performed; and

11. **WHEREAS**, the term for each specifically fund project or contract has expired, or will expire by the termination date of the employee's contract; and
12. **WHEREAS**, all categorical funds used to justify the above-listed employee classification as temporary under Education Code section 44909 will be expended and therefore will expire at the end of the 2022/23 school year; and
13. **WHEREAS**, no categorical funding used to justify certain the above-listed employee classification as temporary under Education Code section 44909 has a duration beyond the 2022/23 school year; and
14. **WHEREAS**, accordingly, the above-listed employee designated as temporary by the District under Education Code section 44909 may be released at the end of the 2022/23 school year without the procedural requirements applicable to probationary and permanent employees; and

WHEREAS, the Board of Trustees has determined to release the above-listed employee, whether their lawful status is considered to be temporary or probationary, at the end of the current 2022/23 school year, and not to re-elect for the 2023/24 school year, consistent with the terms of Education Code sections 44909, and 44954.

NOW, THEREFORE, BE IT RESOLVED that the above recitals are true and correct; and

BE IT FURTHER RESOLVED that the Board of Trustees of the Lowell Joint School District hereby directs that notice be provided to each of the above employees of his or her release effective upon the close of the 2022/23 school year or the expiration of any applicable temporary contract (whichever occurs first), that his or her employment with the Lowell Joint School District is thereby ended accordingly, that the employee is not re-elected to employment for the next succeeding school year, and that the notification be provided on or before March 15, 2023.

APPROVED AND ADOPTED this 6th day of March, 2023, by the following vote:

AYES: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg,
Melissa A. Salinas

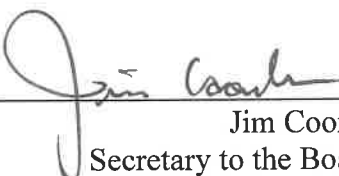
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 6th day of March, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of March, 2023.


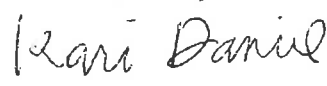
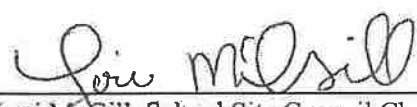
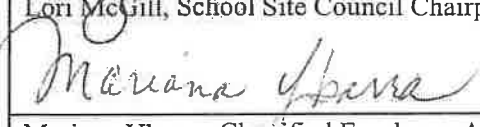


Jim Coombs
Secretary to the Board of Trustees

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet

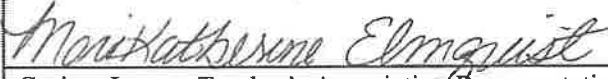

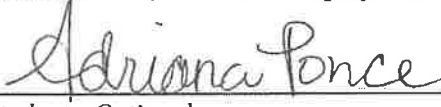
**El Portal Elementary School
Comprehensive School Safety Plan Signature Page
2022-2023**

The undersigned members of the El Portal Elementary School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

	2/21/23
Amanda Malm, Principal	Date
	2/22/23
Kari Daniel, Teacher's Association Representative	Date
	2/21/23
Lori McGill, School Site Council Chairperson	Date
	2/22/23
Mariana Ybarra, Classified Employee Association Representative	Date
<i>Student - Optional</i>	
Fire Departments:	
La Habra Heights Fire Department 1245 Hacienda Rd, La Habra Heights, CA 90631	911
LA County Fire Department Station 191 101 W La Habra Blvd, La Habra, CA 90631	
LA County Fire Department Station 15 11460 Santa Gertrudes Ave, Whittier, CA 90604	
Police Departments:	
La Habra Police Department 150 N Euclid St, La Habra, CA 90631	(562) 383-4300
Whittier Police Department 13200 Penn St, Whittier, CA 90602	(562) 567-9200
LA County Sheriff/East Whittier 12440 Imperial Hwy #650, Norwalk, CA 90650	(562) 863-8711
LA County Sheriff/La Habra Heights 150 North Hudson Ave. City of Industry, CA 91744	(562) 694-5923

**Jordan Elementary School
Comprehensive School Safety Plan Signature Page
2022-2023**

The undersigned members of the Jordanl Elementary School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Marikatherine Elmquist, Principal	Date
	23/01/2023
Corissa Lower, Teacher's Association Representative	Date
 Corissa Lower	3/1/23
Rebecca Bringas, School Site Council Chairperson	Date
Adriana Ponce, Classified Employee Association Representative	Date
	3/1/2023
<p><i>Student - Optional</i></p> <p>Fire Departments: La Habra Heights Fire Department 1245 Hacienda Rd, La Habra Heights, CA 90631</p> <p>LA County Fire Department Station 191 101 W La Habra Blvd, La Habra, CA 90631</p> <p>LA County Fire Department Station 15 11460 Santa Gertrudes Ave, Whittier, CA 90604</p> <p>Police Departments: La Habra Police Department 150 N Euclid St, La Habra, CA 90631</p> <p>Whittier Police Department 13200 Penn St, Whittier, CA 90602</p> <p>LA County Sheriff/East Whittier 12440 Imperial Hwy #650, Norwalk, CA 90650</p> <p>LA County Sheriff/La Habra Heights 150 North Hudson Ave. City of Industry, CA 91744</p>	<p>911</p> <p>(562) 383-4300</p> <p>(562) 567-9200</p> <p>(562) 863-8711</p>

Preface

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be a hard copy Safety Plan.

The template is to be used as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

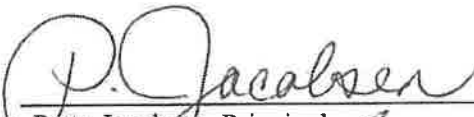
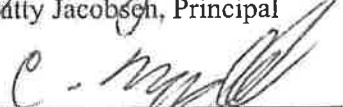
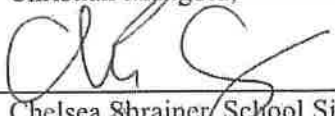
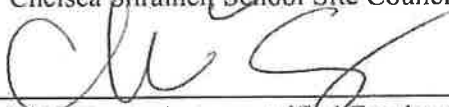
It is *NOT* intended to be a “grab and go” guide in an actual emergency.

This document is available for public inspection during regular business hours at Macy School, 2301 W. Russell Rd, La Habra, CA, 90631

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet


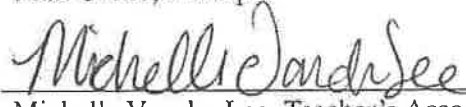
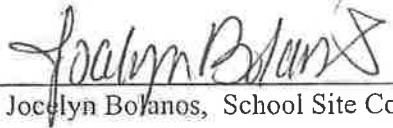
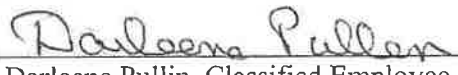
**MacyElementary
Comprehensive School Safety Plan Signature Page
2022-2023**

The undersigned members of the Macy School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

 Patty Jacobsen, Principal	<u>12.5.22</u> Date
 Christian Mangold, Teacher's Association Representative	<u>12-5-22</u> Date
 Chelsea Shrainer, School Site Council Chairperson	<u>12.5.22</u> Date
 Chelsea Shrainer, Classified Employee Association Representative	<u>12.5.22</u> Date

**Meadow Green Elementary School
Comprehensive School Safety Plan Signature Page
2022-2023**

The undersigned members of the Meadow Green School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

 Matt Cukro, Principal	9/27/2022 Date
 Michelle Van der Lee, Teacher's Association Representative	9/27/22 Date
 Jocelyn Bolanos, School Site Council Chairperson	9/27/22 Date
 Darleene Pullin, Classified Employee Association Representative	9/27/2022 Date

Fire Departments:

911

La Habra Heights Fire Department
1245 Hacienda Rd, La Habra Heights, CA 90631

LA County Fire Department Station 191
101 W La Habra Blvd, La Habra, CA 90631

LA County Fire Department Station 15
11460 Santa Gertrudes Ave, Whittier, CA 90604

Police Departments:

La Habra Police Department
150 N Euclid St, La Habra, CA 90631

(562) 383-4300

Whittier Police Department
13200 Penn St, Whittier, CA 90602

(562) 567-9200

LA County Sheriff/East Whittier
12440 Imperial Hwy #650, Norwalk, CA 90650

(562) 863-8711

LA County Sheriff/La Habra Heights
150 North Hudson Ave.
City of Industry, CA 91744

(562) 694-5923

Preface

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be a hard copy Safety Plan.

The template is to be used as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

This document is available for public inspection during regular business hours at 16430 Woodbrier Dr. Whitter, CA 90604-4099.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet

**Rancho-Starbuck Intermediate School
Comprehensive School Safety Plan Signature Page
2022-2023**

The undersigned members of the Rancho-Starbuck School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

 _____ Dr. Jennifer Jackson, Principal	 _____ Date
 _____ Brittany Goss, Teacher's Association Representative	 _____ Date
 _____ School Site Council Vice Chairperson, Sarah Jensen	 _____ Date
 _____ Becky Winik, Classified Employee Association Representative	 _____ Date

**LOWELL JOINT SCHOOL DISTRICT
RESOLUTION 2022-23 NO. 887**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
DECLARING NATIONAL SCHOOL BREAKFAST WEEK MARCH 6-10, 2023**

WHEREAS, the School Breakfast Program has served our nation admirably for over 70 years; and

WHEREAS, the School Breakfast Program is dedicated to the health and wellbeing of our nation's children; and

WHEREAS, the School Breakfast Program joins and has been joined through the years by many other excellent child nutrition programs; and

WHEREAS, there is evidence of continued need for nutrition education and awareness of the value of school nutrition programs; and

WHEREAS, Nutrition Services is dedicated to supporting education by serving healthy meals to the students of Lowell Joint School District; and

NOW THEREFORE, BE IT RESOLVED, that the Lowell Joint School District's Board of Education declares the week of March 6-10, 2023, as "NATIONAL SCHOOL BREAKFAST WEEK" and devote this week to the recognition of the dedicated and hardworking people who make the School Breakfast Program a reality in their community schools, and encourage all residents of the community to become aware of the solid foundation for learning provided by a nutritious School Breakfast.

APPROVED AND ADOPTED this 6th day of March, 2023, by the following vote:

AYES: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg,
Melissa A. Salinas

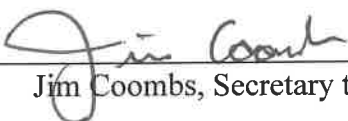
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 6th day of March, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of March, 2023.



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 03/06/2023

FROM 01/01/2023 TO 01/31/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99B0031	HAUFFE COMPANY	4,704.00	2,128.00	4000000014 6281	Inspector of Record
			2,016.00	4000000016 6281	Inspector of Record
			560.00	4000000017 6281	Inspector of Record
S99F0063	F.M. THOMAS AIR CONDITIONING	665.00	665.00	0100000096 5630	Repairs or Maintenance
S99F0065	KNOX COMPANY	540.23	540.23	0100000090 4300	Materials and Supplies
S99F0066	GREEN S SECURITY CENTERS INC.	1,258.40	1,258.40	0100000098 4300	Materials and Supplies
S99F0067	BUG FLIP	240.00	240.00	0100000137 5570	Pest Control
S99F0068	F.M. THOMAS AIR CONDITIONING	665.00	665.00	0100000096 5630	Repairs or Maintenance
S99F0069	F.M. THOMAS AIR CONDITIONING	525.63	525.63	0100000096 5630	Repairs or Maintenance
S99F0070	ICS SERVICE COMPANY	196.20	196.20	0100000093 5630	Repairs or Maintenance
S99F0071	PEST OPTION INC.	224.35	224.35	0100000117 5570	Pest Control
S99F0072	TURF STAR INC.	52.52	52.52	0100000108 4300	Materials and Supplies
S99J0004	TAO ROSSINI APC	90.00	90.00	0100000122 5800	Prof/Consulting Serv & Oper Exp
S99M0182	AMERICAN EXPRESS	75.00	75.00	0100000317 5300	Dues and Memberships
S99M0184	AMERICAN EXPRESS	126.33	126.33	0100000317 4300	Materials and Supplies
S99M0189	AMERICAN EXPRESS	135.00	135.00	0100000317 5200	Travel and Conferences
S99M0190	AMERICAN EXPRESS	599.00	599.00	0100000317 5200	Travel and Conferences
S99M0194	AMERICAN EXPRESS	3,192.29	3,192.29	0100000317 4300	Materials and Supplies
S99M0196	AMERICAN EXPRESS	119.05	119.05	0100000317 4300	Materials and Supplies
S99M0197	AMERICAN EXPRESS	412.06	412.06	0100000317 4300	Materials and Supplies
S99M0199	AMERICAN EXPRESS	1,060.00	530.00	0100000071 5200	Travel and Conferences
			530.00	0100000317 5200	Travel and Conferences
S99M0204	AMERICAN EXPRESS	330.75	330.75	0100000317 4300	Materials and Supplies

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 03/06/2023

FROM 01/01/2023 TO 01/31/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0273	NSDAR JOHN GREENLEAF	100.00	50.00	0100000071 5200	Travel and Conferences
			25.00	0100000317 5200	Travel and Conferences
			25.00	0105110043 5200	Travel and Conferences
S99R0274	CASBO	875.00	875.00	0100000071 5200	Travel and Conferences
S99R0275	GRUETT TREE COMPANY	58,695.00	16,065.00	0100000101 5630	Repairs or Maintenance
			16,550.00	0100000102 5630	Repairs or Maintenance
			11,940.00	0100000104 5630	Repairs or Maintenance
			14,140.00	0100000105 5630	Repairs or Maintenance
S99R0277	TURF STAR INC.	178.16	178.16	0100000108 4300	Materials and Supplies
S99R0278	BUENA PARK PLAQUE & TROPHY	24.78	24.78	0100000317 4300	Materials and Supplies
S99R0290	SCHOOL SERVICES OF CALIFORNIA	315.00	315.00	0100000317 5200	Travel and Conferences
S99R0293	CA DEPARTMENT OF JUSTICE	192.00	192.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
S99R0294	FLORENCE FILTER CORPORATION	3,099.12	3,099.12	0100000098 5630	Repairs or Maintenance
S99R0295	NAPA AUTO PARTS	500.00	500.00	0100000098 4300	Materials and Supplies
S99R0296	IMAGE APPAREL FOR BUSINESS	513.91	513.91	0100000098 5895	Uniforms
S99R0297	ORBIT EVENT RENTALS	187.00	187.00	0100000098 5610	Rentals & Leases
S99R0298	CA DEPARTMENT OF JUSTICE	448.00	448.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
S99R0301	COYOTE FFA ALUMNI & SUPPORTERS	425.00	425.00	0100000317 4300	Materials and Supplies
S99R0302	ENCORP	3,200.00	3,200.00	1400000009 5800	Prof/ConsultingServ&Oper Exp
S99R0304	DEPARTMENT OF PUBLIC HEALTH	999.00	444.00	0100000090 5630	Repairs or Maintenance
			333.00	0100000094 5630	Repairs or Maintenance
			111.00	0100000095 5630	Repairs or Maintenance
			111.00	0100000098 5630	Repairs or Maintenance
S99R0306	WHITTIER CHRISTIAN HIGH SCHOOL	12,735.00	12,735.00	0100000316 5811	Transportation/Spec Ed
S99R0307	ALLIANCE OF SCHOOLS FOR COOPER	94,223.00	94,223.00	0100000405 3605	

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 03/06/2023

FROM 01/01/2023 TO 01/31/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0309	RMA GROUP	6,705.30	3,167.25	4000000014 6282	Consultant/Contractor
			3,538.05	4000000016 6282	Consultant/Contractor
S99Z0042	UNITED RENTALS (NORTH AMERICA)	5,000.00	5,000.00	0100000098 4300	Materials and Supplies
S99Z0043	PEST OPTION INC.	4,800.00	800.00	0100000113 5570	Pest Control
			800.00	0100000115 5570	Pest Control
			800.00	0100000117 5570	Pest Control
			800.00	0100000137 5570	Pest Control
			800.00	0100000138 5570	Pest Control
			800.00	0100000139 5570	Pest Control
S99Z0044	BUG FLIP	5,400.00	600.00	0100000113 5570	Pest Control
			600.00	0100000115 5570	Pest Control
			600.00	0100000117 5570	Pest Control
			600.00	0100000121 5570	Pest Control
			600.00	0100000137 5570	Pest Control
			600.00	0100000138 5570	Pest Control
			600.00	0100000139 5570	Pest Control
			600.00	0100000141 5570	Pest Control
			600.00	0100000142 5570	Pest Control
		199,216.78			
	Fund 01 Total:				
	Fund 14 Total:	3,200.00			
	Fund 40 Total:	11,409.30			
	Total Amount of Purchase Orders:	213,826.08			

LOWELL JOINT SD
Consolidated Check Register
 from 1/1/2023 to 1/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00002700	U9900004	SOUTHERN CALIFORNIA EDISON	1121122022	OH	01/04/2023		MW	IS	3,665.55
99 00002701	U9900005	SOUTHERN CALIFORNIA GAS CO	1121122022	OH	01/04/2023		MW	IS	1,917.75
99 00002702	U9900006	SUBURBAN WATER SYSTEMS	180071435887	OH	01/04/2023		MW	IS	621.86
99 00002703	U9900008	T-MOBILE	1121122022	OH	01/04/2023		MW	IS	148.40
99 00002704	U9900009	VERIZON WIRELESS-LA	9923116879	OH	01/04/2023		MW	IS	1,443.54
99 00002705	U9900010	WARE DISPOSAL	1136258	OH	01/04/2023		MW	IS	3,716.84
99 00002706	U9900004	SOUTHERN CALIFORNIA EDISON	1123122222	OH	01/09/2023		MW	IS	1,940.47
99 00002707	U9900006	SUBURBAN WATER SYSTEMS	181003432301	OH	01/09/2023		MW	IS	4,105.55
99 00002708	U9900085	HOWARD INDUSTRIES INC	22-001252617	OH	01/09/2023		MW	IS	6,844.32
99 00002709	U9900001	CITY OF LA HABRA WATER DEPARTM	1102113022	OH	01/10/2023		MW	IS	2,718.75
99 00002710	U9900002	FRONTIER	1210010923	OH	01/10/2023		MW	IS	54.44
99 00002711	U9900004	SOUTHERN CALIFORNIA EDISON	1114121322	OH	01/10/2023		MW	IS	8,273.25
99 00002712	U9900005	SOUTHERN CALIFORNIA GAS CO	1114121422	OH	01/10/2023		MW	IS	1,063.21
99 00002713	V9903376	GoTo Communications Inc.	IN7101644025	OH	01/11/2023		MW	IS	9,234.33
99 00002714	U9900004	SOUTHERN CALIFORNIA EDISON	1201123122	OH	01/11/2023		MW	IS	3,718.12
99 00002715	U9900005	SOUTHERN CALIFORNIA GAS CO	1129122922	OH	01/11/2023		MW	IS	1,374.11
99 00002716	U9900006	SUBURBAN WATER SYSTEMS	181003436086	OH	01/11/2023		MW	IS	2,512.43
99 00002717	V9903557	C CRAFTS & MORE	8	OH	01/12/2023		MW	IS	178.75
99 00002718	V9903520	JAMPANA ENTERPRISES LLC DBA CO	PS2-2022	OH	01/12/2023		MW	IS	5,635.00
99 00002719	V9900008	ADMINISTRATIVE SERV. CO-OP	15435	OH	01/13/2023		MW	IS	10,564.00
99 00002720	V9900013	AMERICAN EXPRESS	ZOOM DEC 2022	OH	01/13/2023		MW	IS	5,482.77
99 00002721	V9903530	DR.ROBIN MORRIS DBA RBY5 PSYCH	1421	OH	01/13/2023		MW	IS	5,500.00
99 00002722	V9900087	IMAGE APPAREL FOR BUSINESS	INV299879	OH	01/13/2023		MW	IS	345.10
99 00002723	V9900088	IMPERIAL BAND INSTRUMENTS	74969	OH	01/13/2023		MW	IS	79.71
99 00002724	V9903303	iPRINT TECHNOLOGIES	957545	OH	01/13/2023		MW	IS	529.25
99 00002725	V9900094	J.W.PEPPER & SON INC.	364823242	OH	01/13/2023		MW	IS	81.54
99 00002726	V9900101	LA HABRA ROTARY CLUB	2465	OH	01/13/2023		MW	IS	295.00
99 00002727	V9900103	LAKESHORE LEARNING MATERIALS	153760120622	OH	01/13/2023		MW	IS	1,486.53
99 00002728	V9900129	NCS PEARSON INC.	20182302	OH	01/13/2023		MW	IS	3,852.59
99 00002729	V9903320	NSDAR John Greenleaf	01182023	OH	01/13/2023		MW	IS	100.00
99 00002730	V9903494	PAPER EDUCATION AMERICA INC.	INV2069	OH	01/13/2023		MW	IS	10,441.20
99 00002731	N9900015	Continental Sales	NOV2022	OH	01/13/2023		MW	IS	5,021.22
99 00002732	V9900013	AMERICAN EXPRESS	386382811	OH	01/13/2023		MW	IS	29,552.45
99 00002733	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	JAN23 VSR	OH	01/17/2023		MW	IS	36,974.23

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00002734	V9903420	Granite Telecommunications LLC	588281272	OH	01/17/2023		MW	IS	1,706.65
99 00002735	F9900035	HOME DEPOT CREDIT SERVICES	1213122822	OH	01/17/2023		MW	IS	337.76
99 00002736	V9900134	OCDE	REGISTRATION	OH	01/17/2023		MW	IS	600.00
99 00002737	U9900004	SOUTHERN CALIFORNIA EDISON	1207010523	OH	01/17/2023		MW	IS	2,559.69
99 00002738	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	JAN23VSR	OH	01/17/2023		MW	IS	78.77
99 00002739	V9903419	NANCY KEMP	1 RS-CNTRCTVC	OH	01/18/2023		MW	IS	550.00
99 00002740	V9900188	THE HARTFORD	P000492234JAN4	OH	01/18/2023		MW	IS	170.79
99 00002741	F9900014	BUG FLIP	DEC2022	OH	01/18/2023		MW	IS	180.00
99 00002742	N9900015	Continental Sales	DEC2022	OH	01/18/2023		MW	IS	8,055.90
99 00002743	N9900004	DRIFTWOOD DAIRY	DEC2022	OH	01/18/2023		MW	IS	10,860.70
99 00002744	V9903561	DURENE SARMIENTO	POS812670	OH	01/18/2023		MW	IS	10.00
99 00002745	N9900005	EMS LINQ INC	C-105471	OH	01/18/2023		MW	IS	1,175.00
99 00002746	N9900006	FORM PLASTICS COMPANY	DEC2022	OH	01/18/2023		MW	IS	4,819.68
99 00002747	N9900007	GOLD STAR FOODS	DEC2022	OH	01/18/2023		MW	IS	31,881.31
99 00002748	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	26694	OH	01/18/2023		MW	IS	55.00
99 00002749	V9903228	LOVE TO SNACK LLC	35395	OH	01/18/2023		MW	IS	453.60
99 00002750	N9900009	P & R PAPER SUPPLY COMPANY	DEC2022	OH	01/18/2023		MW	IS	6,107.29
99 00002751	N9900013	SOUTHERN CALIFORNIA PIZZA	DEC2022	OH	01/18/2023		MW	IS	12,434.60
99 00002752	V9900154	READYREFRESH BY NESTLE	03A0032621385A	OH	01/19/2023		MW	IS	220.13
99 00002753	V9903345	SCSBOA-SOUTHERN CALIFORNIA SCH	SCSBOA CONF	OH	01/19/2023		MW	IS	1,200.00
99 00002754	V9900180	SPARKLETT'S	15734879011523A	OH	01/19/2023		MW	IS	190.83
99 00002755	V9903266	SPIRIT HERO	32514	OH	01/19/2023		MW	IS	458.64
99 00002756	F9900064	TURF STAR INC.	7246224-00	OH	01/19/2023		MW	IS	1,148.16
99 00002757	V9900007	ACTION TROPHY	92105	OH	01/20/2023		MW	IS	71.99
99 00002758	F9900005	ALLSTATE SIGN & PLAQUE	191121-1	OH	01/20/2023		MW	IS	312.85
99 00002759	V9903536	AMERICAN THERMOFORM	88351	OH	01/20/2023		MW	IS	2,343.25
99 00002760	V9900015	APPLE INC.	AK36437600	OH	01/20/2023		MW	IS	2,001.89
99 00002761	E9900024	BARBARA AGUILAR	DONUTS1	OH	01/20/2023		MW	IS	40.50
99 00002762	V9900028	BUENA PARK PLAQUE & TROPHY	22933	OH	01/20/2023		MW	IS	24.78
99 00002763	F9900014	BUG FLIP	64824	OH	01/20/2023		MW	IS	385.00
99 00002764	V9900029	BULKBOOK STORE	121578	OH	01/20/2023		MW	IS	171.15
99 00002765	V9903342	CALIFORNIA IT IN EDUCATION	0001-27842158	OH	01/20/2023		MW	IS	550.00
99 00002766	V9900034	CASBO	194053	OH	01/20/2023		MW	IS	875.00
99 00002767	V9903204	COASTAL ENTERPRISES	35949	OH	01/20/2023		MW	IS	3,330.61

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99 00002768	V9900056	DELTA DENTAL OF CALIFORNIA	BE05310944	OH	01/20/2023		MW	IS	2,148.70
99 00002769	F9900031	F.M. THOMAS AIR CONDITIONING	44787	OH	01/20/2023		MW	IS	1,330.00
99 00002770	V9900071	FED EX	7207723530	OH	01/20/2023		MW	IS	128.02
99 00002771	V9903349	FLAGHOUSE	V026421800015	OH	01/20/2023		MW	IS	49.69
99 00002772	U9900002	FRONTIER	0110020923	OH	01/20/2023		MW	IS	72.19
99 00002773	V9900077	FULLERTON SCHOOL DISTRICT	22SI01698	OH	01/20/2023		MW	IS	1,277.00
99 00002774	F9900033	GLASBY MAINTENANCE SUPPLY	330064A	OH	01/20/2023		MW	IS	5,749.29
99 00002775	F9900034	GREEN S SECURITY CENTERS INC.	73310	OH	01/20/2023		MW	IS	1,258.40
99 00002776	V9900094	J.W.PEPPER & SON INC.	364932607	OH	01/20/2023		MW	IS	65.70
99 00002777	E9900221	JENNIFER JACKSON	BESTBUDDIES121	OH	01/20/2023		MW	IS	13.53
99 00002778	E9900084	JIM COOMBS	CLASSEMP-SHAW	OH	01/20/2023		MW	IS	158.66
99 00002779	E9900087	JOHN ZAPPULLA	MILEAGE-DEC202	OH	01/20/2023		MW	IS	47.73
99 00002780	V9903529	KNOX COMPANY	INK-KA-146112	OH	01/20/2023		MW	IS	540.23
99 00002781	V9903433	MIRACLE RECREATION EQUIPMENT	849345	OH	01/20/2023		MW	IS	1,779.13
99 00002782	V9900129	NCS PEARSON INC.	20478017	OH	01/20/2023		MW	IS	50.00
99 00002783	V9900134	OCDE	94SI2121	OH	01/20/2023		MW	IS	1,548.00
99 00002784	V9900134	OCDE	94SI2039	OH	01/20/2023		MW	IS	4,200.00
99 00002785	F9900052	PDQ EQUIPMENT RENTAL	767512	OH	01/20/2023		MW	IS	1,146.96
99 00002786	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2212-188350	OH	01/20/2023		MW	IS	158.37
99 00002787	U9900004	SOUTHERN CALIFORNIA EDISON	1214011123	OH	01/20/2023		MW	IS	5,248.34
99 00002788	U9900005	SOUTHERN CALIFORNIA GAS CO	1209011023	OH	01/20/2023		MW	IS	2,133.81
99 00002789	V9900059	DIVISION OF THE STATE ARCHITECT	03-14382	OH	01/20/2023		MW	IS	24,481.81
99 00002790	B990010	ERICKSON-HALL CONSTRUCTION	PAY APP8	OH	01/20/2023		MW	IS	848,795.41
99 00002791	B990013	HAUFFE COMPANY	457	OH	01/20/2023		MW	IS	19,712.00
99 00002792	B990013	HAUFFE COMPANY	459	OH	01/20/2023		MW	IS	37,500.00
99 00002793	F9900014	BUG FLIP	65058	OH	01/23/2023		MW	IS	640.00
99 00002794	F9900059	THE HOME DEPOT PRO INSTITUTION	725227763	OH	01/23/2023		MW	IS	4,243.00
99 00002795	B990011	GHATAODE BANNON ARCHITECTS	5134	OH	01/23/2023		MW	IS	5,734.58
99 00002796	B990011	GHATAODE BANNON ARCHITECTS	5135	OH	01/23/2023		MW	IS	8,119.80
99 00002797	B990013	HAUFFE COMPANY	458	OH	01/23/2023		MW	IS	2,576.00
99 00002798	B990013	HAUFFE COMPANY	458	OH	01/23/2023		MW	IS	2,128.00
99 00002799	F9900011	BEST LAWNMOWER INC.	107643	OH	01/24/2023		MW	IS	1,431.81
99 00002800	F9900019	CITY OF LA HABRA	LH-435AR	OH	01/24/2023		MW	IS	1,439.12
99 00002801	F9900054	PLUMBING WHOLESALE OUTLET	S100638563.001	OH	01/24/2023		MW	IS	678.88

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99 00002802	F9900019	CITY OF LA HABRA	LH-435AR	OH	01/24/2023		MW	IS	188.61
99 00002803	V9903215	QUIEL SCHOOL SIGNS	202122-02-RANCH	OH	01/24/2023		MW	IS	20,682.00
99 00002804	V9903215	QUIEL SCHOOL SIGNS	202122-02-OLITA	OH	01/24/2023		MW	IS	32,857.00
99 00002805	V9903215	QUIEL SCHOOL SIGNS	202122-02-MACY	OH	01/24/2023		MW	IS	32,857.00
99 00002806	V9903515	GERALDINE CHINARIAN	LJSD101	OH	01/25/2023		MW	IS	10,653.13
99 00002807	I9900016	PAUL LUNA / LUNA INK	0754	OH	01/25/2023		MW	IS	2,500.00
99 00002808	V9903453	REAL INSPIRATION INC	1986-BAL DUE	OH	01/25/2023		MW	IS	3,000.00
99 00002809	V9900171	SCHOOL NURSE SUPPLY INC.	0923675-JN	OH	01/25/2023		MW	IS	465.75
99 00002810	V9900172	SCHOOL SERVICES OF CALIFORNIA	W126072-IN	OH	01/25/2023		MW	IS	195.00
99 00002811	V9903487	SUNBELT CONTRCLS INC	5051573	OH	01/25/2023		MW	IS	910.00
99 00002812	V9903541	ULINE	157396106	OH	01/25/2023		MW	IS	242.68
99 00002813	V9900204	VIG SOLUTIONS	11532	OH	01/25/2023		MW	IS	1,457.69
99 00002814	I9900001	ANGIE HUTCHERSON	JOR-OCT-DEC22	OH	01/26/2023		MW	IS	402.15
99 00002815	V9903535	BLEVINS, CRISTINA	NOV-DEC2022	OH	01/26/2023		MW	IS	5,850.00
99 00002816	VOID.CONTIVoid - Continued Stu		CONTINUE	OH	01/26/2023		VM	VD	0.00
99 00002817	VOID.CONTIVoid - Continued Stu		CONTINUE	OH	01/26/2023		VM	VD	0.00
99 00002818	VOID.CONTIVoid - Continued Stu		CONTINUE	OH	01/26/2023		VM	VD	0.00
99 00002819	VOID.CONTIVoid - Continued Stu		CONTINUE	OH	01/26/2023		VM	VD	0.00
99 00002820	V9999999	CALIFORNIA DEPARTMENT OF TAX A	U221A-1	OH	01/26/2023		MW	IS	1,069.23
99 00002821	F9900015	CANNINGS HARDWARE LA HABRA	494598	OH	01/26/2023		MW	IS	74.62
99 00002822	V9903305	CARTY, LYN	CLSRMPURCHREI	OH	01/26/2023		MW	IS	160.69
99 00002823	F9900040	JAMES HARDWARE COMPANY	2212-036812	OH	01/26/2023		MW	IS	1,222.56
99 00002824	F9900047	LOWES	961340-KEKEKK	OH	01/26/2023		MW	IS	338.19
99 00002825	E9900138	MARIKATE ELMQUIST	12/20/22 EXPREIM	OH	01/26/2023		MW	IS	56.59
99 00002826	V9903548	RIOS EUBANKS LLP	659	OH	01/26/2023		MW	IS	12,000.00
99 00002827	V9900161	RMH DANCE & PRODUCTIONS	121322	OH	01/26/2023		MW	IS	495.00
99 00002828	U9900004	SOUTHERN CALIFORNIA EDISON	121401123A	OH	01/26/2023		MW	IS	4,062.70
99 00002829	U9900005	SOUTHERN CALIFORNIA GAS CO	1214011323	OH	01/26/2023		MW	IS	2,480.90
99 00002830	V9903257	TAO ROSSINI APC	3763	OH	01/26/2023		MW	IS	1,415.00
99 00002831	V9903257	TAO ROSSINI APC	3762	OH	01/26/2023		MW	IS	180.00
99 00002832	V9900195	THINKING MAPS	INV0064679	OH	01/26/2023		MW	IS	8,800.00
99 00002833	V9903542	WINSOR LEARNING INC	INV18004	OH	01/26/2023		MW	IS	1,901.26
99 00002834	E9900218	YUMI YAMAMOTO	OCT2022 LIBR REI	OH	01/26/2023		MW	IS	68.45
99 00002835	V9999999	CALIFORNIA DEPARTMENT OF TAX A	2036818	OH	01/26/2023		MW	IS	31.79

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99 00002836	V9999999	CALIFORNIA DEPARTMENT OF TAX A	44492	OH	01/26/2023		MW	IS	0.11
99 00002837	R9900001	BRENT ALLSMAN	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002838	R9903247	CAROLYN KANE	MEDICAL FEB	OH	01/27/2023		MW	IS	1,358.28
99 00002839	R9900014	EDDY VEGA	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002840	R9900007	GAYLE ROGERS	MEDICAL FEB	OH	01/27/2023		MW	IS	269.02
99 00002841	R9903248	JULIE ROTH	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002842	R9900015	KATHRYN ALLSMAN	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002843	R9900013	MARGARET DUMADAG	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002844	R9900009	NANCY WHITE	MEDICAL FEB	OH	01/27/2023		MW	IS	1,358.28
99 00002845	R9900010	PENNY MAYERCHECK	MEDICAL FEB	OH	01/27/2023		MW	IS	1,358.28
99 00002846	R9900011	RONALD RANDOLPH	MEDICAL FEB	OH	01/27/2023		MW	IS	689.04
99 00002847	R9900012	SHELLEY MARKER	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002848	R9900002	BRUCE PATTILLO	MEDICAL FEB	OH	01/27/2023		MW	IS	603.64
99 00002849	U9900001	CITY OF LA HABRA WATER DEPARTM	1202010123	OH	01/30/2023		MW	IS	491.03
99 00002850	U9900005	SOUTHERN CALIFORNIA GAS CO	1220012123	OH	01/30/2023		MW	IS	4,334.03
99 00002851	U9900009	VERIZON WIRELESS-LA	9925494948	OH	01/30/2023		MW	IS	577.92
99 00002852	U9900010	WARE DISPOSAL	1158192	OH	01/30/2023		MW	IS	6,419.57
99 00002853	V9900020	ATKINSON ANDELSON LOYA RUUD &	670588	OH	01/31/2023		MW	IS	980.00
99 00002854	V9900023	BAUDVILLE	4023228	OH	01/31/2023		MW	IS	233.69
99 00002855	V9903553	CA DEPARTMENT OF JUSTICE	628056	OH	01/31/2023		MW	IS	192.00
99 00002856	U9900001	CITY OF LA HABRA WATER DEPARTM	1201010123	OH	01/31/2023		MW	IS	734.90
99 00002857	V9900048	CSM CONSULTING INC.	15676	OH	01/31/2023		MW	IS	2,125.00
99 00002858	V9900056	DELTA DENTAL OF CALIFORNIA	BE005349313	OH	01/31/2023		MW	IS	2,148.70
99 00002859	V9903513	EMERGENT DEVICES INC	65282	OH	01/31/2023		MW	IS	570.00
99 00002860	F9900031	F.M. THOMAS AIR CONDITIONING	44595	OH	01/31/2023		MW	IS	525.53
99 00002861	V9903282	GOVCONNECTION INC.	73669894	OH	01/31/2023		MW	IS	9,255.00
99 00002862	V9903445	MUCKENTHALER CULTURAL CENTER F	1709	OH	01/31/2023		MW	IS	1,391.00
99 00002863	V9903316	NAPA AUTO PARTS	424140	OH	01/31/2023		MW	IS	49.92
99 00002864	U9900005	SOUTHERN CALIFORNIA GAS CO	1217011923	OH	01/31/2023		MW	IS	17.00
99 00002865	V9903522	YMCA OF GREATER WHITTIER	NOV22ELOPPGRM	OH	01/31/2023		MW	IS	19,254.89
99 00002866	V9903521	YMCA OF ORANGE COUNTY	DEC22ELOPPGRM	OH	01/31/2023		MW	IS	14,085.82
99 00002867	F9900029	ENCORP	P22112.L15	OH	01/31/2023		MW	IS	3,200.00

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Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type Status	Check Amount
Issued:							1,473,880.42
99 Bank Total:							1,473,880.42
Grand Total:							1,473,880.42

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 2022/2023 #8

February 6, 2023

I. CERTIFICATED EMPLOYEE

A. MANAGEMENT

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Brimmage, Mary	07/01/2022	Column 2	DO	Correction of EEF #11 2021-2022

B. CHANGE OF STATUS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Saieva, Alyson	03/01/2023	03/17/2023	OL	(AB375) FMLA
Brander, Holly	03/01/2023	03/31/2023	JO	(AB375) FMLA 50% Shared Teaching Position
Bianca Cacioppo	02/17/2023	04/07/2023	EP	(AB375) FMLA Maternity Leave

C. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Pimper, Shelly	08/15/2022	06/30/2023	MA	To be paid a total of \$125.00 for being a Master Teacher for Cal State Fullerton University. To be Paid by check from CSUF University.
Robertson, Vicki	08/15/2022	06/30/2023	MG	To be paid a total of \$125.00 for being a Master Teacher for Cal State Fullerton University. To be Paid by check from CSUF University.
Mangold, Leslie	08/15/2022	06/30/2023	MG	To be paid a total of \$125.00 for being a Master Teacher for Cal State Fullerton University. To be Paid by check from CSUF University.
Peloquin, Karen	08/15/2022	06/30/2023	OL	To be paid a total of \$250.00 for being a Master Teacher for Cal State Fullerton University. To be Paid by check from CSUF University.
Lee, Syliva	08/15/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.

Fonti, Alison	08/15/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
McTeggart, Amy	08/15/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Van Diest, Scott	08/15/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Galli, David	08/15/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Felton, Leslie	08/15/2022	06/30/2023	JO	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Bernhard, Carol	08/15/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Daniel, Kari	08/15/2022	06/30/2023	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Galli, Jessica	08/15/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.
Langer, Garrick	08/15/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University. To be Paid by check from Biola University.

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$35.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties, Intervention and Power Source

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2022-2023 serve as home school teachers, if needed, for the 2022-2023 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2022-2023 school year.

- D. Employment of substitutes effective 08/15/2022 for the 2022-2023 school year @ \$200 per day and \$100.00 per half day rate and \$35.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties and Power Source, and \$250.00 long term sub rate.

Matthew Dietze

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Murch, Ryanna	02/01/2023	03/31/2023	DO	To be paid special long term rate of \$250.00 for First Grade Teacher El Portal
Ayers, Becca	02/17/2023	04/07/2023	DO	To be paid rate of \$250.00 for Special Education Teacher El Portal
Wallace, Greg	03/01/2023	03/17/2023	DO	To be paid special long term rate of \$250.00 for third Teacher Olita

F. CERTIFICATED JOB DESCRIPTIONS:

Revised:

- ABA Special Day Class (SDC) Teacher for Mild/Moderate or Moderate/Severe Disabilities
- Assistant Superintendent Educational Services
- Coordinator of Expanded Learning
- Coordinator of Early Learning
- Director of Educational Services
- Director of Special Education
- District Nurse
- Early Literacy TOSA
- Elementary Principal
- Independent Study Teacher
- Instructional Technology Coach TOSA
- Intermediate Assistant Principal
- Intermediate Principal
- Multi-Tiered System of Support MTSS TOSA
- Preschool Teacher
- Program Specialist Special Education
- Resource Specialist Program Teacher RSP
- School Counselor
- School Psychologist
- Special Day Class SDC Teacher
- Speech Language Pathologist SLP
- STEAM Innovation Coach TOSA
- Superintendent
- Teacher

II. CLASSIFIED EMPLOYEES March 6, 2023

A. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Allen, Julie	03/21/23		R17/S02	DO	Step Increase: Receptionist/Office Assistant
Belk, Juliette	01/09/23	03/01/23		OL	Leave of Absence: Extended Instructional Aide

Bonilla, Carmen	02/24/23		MG	Resignation: Instructional Aide ABA- SESA
Cardenas, Eva	02/06/23			Additional Assignment: Substitute Translator
Evanoff, Mary Jo	02/13/23	RZ/S4	DO	Step Increase: Executive Assistant to Superintended
Herrera, Nuria	02/02/23			Additional Assignment: Substitute Translator
Kennick, Marilyn	02/08/23			New Hire: Substitute Health Tech
Long-Gomez, Stephanie	02/02/23			New Hire: Substitute Noon Duty Aide
Long-Gomez, Stephanie	02/22/23			New Hire: Substitute Instructional Aide
Long-Gomez, Stephanie	02/14/23		EP	Promotion: From Substitute Noon Duty Aide to Permanent Noon Duty Aide
Perez, Kara	02/07/23			New Hire: Substitute Noon Duty Aide
Perez, Kara	02/07/23			New Hire: Substitute Instructional Aide
Rodia, Sue		03/01/23	OL	Leave of Absence: Extended Instructional Aide - RSP
Van Hoogmoed, Danielle	02/14/23		DO	Voluntary Reduction in Hours: SPLA from 6.5 hrs per day to 3.5 hrs per day
Weissman, Catherine	02/03/23	R6/S4	DO	Step Increase: Bond Contracts & Accounting Compliance CLMG

B. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Nutrition Services Supervisor



**LOWELL JOINT SCHOOL DISTRICT
ABA SPECIAL DAY CLASS (SDC) TEACHER
MILD/MODERATE or MODERATE/SEVERE DISABILITIES**



DEFINITION

The Special Education Teacher provides individualized education to students in the Applied Behavior Analysis ("ABA") SDC Program. The teacher is responsible for developing and relating the daily activities of the students to the core curriculum, and implementing ABA principles and methodologies throughout the classroom. Through continuous collaboration with a variety of individuals and groups, including parents, district and county personnel and various agencies, the teacher provides for the academic, social and emotional growth of each student by using a variety of ABA methodologies and principles. The teacher continually assesses students' progress to maximize their fullest potential.

REPRESENTATIVE DUTIES

Communicates regularly with parents and professional staff regarding the educational, social, and personal needs of the student: completes necessary reports and daily record keeping as required by state and local policies and procedures; collects appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved; consults with administrative and supervisory personnel regarding progress and concerns of students in the program.

Assists in the coordination of student's general education program: provides individualized instruction to students; develops and implements a system of tracking and evaluating students' academic and social performance on a daily basis; develops daily instructional plans, including Individual Education Plans (IEPs); maintains student reports and records

Provide support to staff in all areas related to emotional disturbance and behavior disorders and interventions; demonstrates effective behavioral strategies for students placed in the ABA Program; implement ABA Principles and Methodologies throughout the classroom

Instruct and direct assigned instructional assistants to maximize delivery of instructional services; sets up learning areas and prepares materials for instructional activities; identifies individual or group activities to target student goals; records data as appropriate.

Develop as a professional educator; reflect on teaching practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Interacts with parents, district and county personnel and public agencies
- Assists students in age appropriate activities and behaviors
- Prepares various forms of correspondence (including parent notifications and administrative requests)
- Operate business machines, technology and educational equipment

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Practices used to develop skills related to self-help and techniques used to build vocational, domestic, related skill sets, and applied behavior analysis

- Supervision and motivation techniques for students with special needs
- Behavior management strategies and techniques relating to pupils who experience atypical control problems
- Child guidance principles and practices, especially as they relate to students with behavioral and/or learning disabilities
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Demonstrate an understanding, patient and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs
- Train and provide leadership to other staff members
- Modify and adapt curriculum for full inclusion students in the traditional classroom
- Guide students toward more acceptable social behaviors
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Bachelor's Degree along with a valid California Education Specialist Credential authorizing service to students with Mild/Moderate or Moderate/Severe disabilities
- Experience utilizing and implementing ABA methodologies and principles
- Successful experience with students with mild to moderate or moderate to severe disabilities

PREFERRED QUALIFICATIONS

- Registered Behavior Technician (RBT) or Board Certified Behavior Analyst (BCBA) Certification
- Skill in the application of a variety of teaching strategies, ABA methodologies and principles, and the preparation and maintenance of reports and records
- Experience as a classroom teacher working with students with maladaptive behaviors
- Experience working with agencies providing services for Mild/Moderate or Moderate/Severe students
- One (1) year of experience in a school setting; Preferably experience teaching or student teaching special education students with behavioral needs, working on student IEPs
- Master's Degree in a related field

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions is a must. Employee may be exposed to hostile or abusive individuals and must endure high tolerance for ongoing stressful situations. This environment may be expected to include: frequent interruptions, moderate noise level that may occasionally become very noisy.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments and on, or near student playground equipment. The employee's primary responsibility is working with students in a classroom and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work Calendar as adopted by the Board of Trustees



DEFINITION

Under the general direction of the District Superintendent, the Assistant Superintendent of Educational Services is responsible and has full authority over the direction, management, coordination and supervision of all instructional activities consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Coordinate the operations of the Curriculum Department: provides leadership in the development, evaluation, and improvement of the curriculum and instructional programs of the District; review and coordinate categorical programs at district and school levels; monitors coherence in student learning through continuous alignment of standards, assessment, accountability and intervention practices; participates in the study of curriculum development with local, county, and state committees

Provides leadership in the implementation of state and district standards and assessment programs including District Benchmark Tests, STAR, and promotion/retention programs; supervises and coordinates the District Evaluation (testing) program and assists the Superintendent in reporting, analyzing, and presenting the results to the Board of Trustees, District personnel, and the community.

Facilitates the planning of extended learning opportunities and interventions such as summer school for English learners and at-risk students as well as Saturday school and intervention programs

Coordinate the operations of the Instructional Materials Center: coordinates the activities related to the evaluation and selection of instructional materials, textbook adoption/solutions and ordering process; coordinates the District library media centers especially catalogue acquisitions and upkeep to match curriculum pairing.

Participates cooperatively with the Superintendent in developing the goals and objectives for the department progress and assessment, and for the basis upon which this position will be evaluated in conformance with the District's guidelines

Develop as a professional; reflect on administrative practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Supervises the preparation and distribution of the District-prepared publications such as Accountability Report Card, testing reports, and parent brochures
- Supervises the activities of the staff of the Curriculum Department
- Represents the Instruction Division on the Administrative Cabinet
- Assists in the interpretation of the instructional program to the Board of Trustees and the community
- Represents the District at professional meetings and conferences
- Perform other related duties as assigned by the District Superintendent

KNOWLEDGE OF

- Applicable sections of state education code and other applicable codes, laws, rules and regulations related to assigned activities

- Public education systems, county and community resources and agencies
- Current research and trends in teaching and learning; evaluative process of program assessment
- Principles and practices of administration, supervision and training
- Best instructional practices and strategies as well as assessment instruments and techniques

ABILITY TO

- Maintain a supportive attitude toward District policies and administrative regulations.
- Maintains a cooperative attitude and use good judgment in working with the other staff members, administration, parents and children
- Demonstrate a positive instructional leadership model
- Effectively analyze problems, issues, concerns, and formulate appropriate alternative solutions
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Master's Degree
- Minimum of five years of teaching experience, preferably at various grade levels
- Minimum of five years of administrative or supervisory experience, including serving as school principal
- Clear California Administrative Services Credential
- Valid California Driver's license

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to balance, stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects such as records or files typically weighing up to 20 pounds. This position may require immediate response in the event of emergencies or disaster and the ability to work well under stressful circumstances. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

Employee must be able to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; interpret policies and procedures; use math and mathematical reasoning; work under deadlines with interruptions; and interact with District staff, vendors, and the general public.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. There is frequent contact with staff and public and the need to meet multiple demands from several people. The employee will need to drive to District sites training facilities, community meetings and other locations as needed. The noise level can be moderate to noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

"Home of Scholars and Champions"

**LOWELL JOINT SCHOOL DISTRICT
COORDINATOR OF EXPANDED LEARNING
OPPORTUNITIES PROGRAM**



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services is responsible for the management of the districts Early Childhood, program which includes (but not limited to) parent fee-based preschool, State preschool, and Learning Links through planning, organizing, presenting and evaluating a program of meaningful instruction maximizing the learning potential of each individual student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Plan, organize, and manage the Early Childhoods program's instructional program design and delivery systems; plan, organize, design, and implement early childhood curriculum and instruction programs and activities to ensure optimal educational opportunities and growth experiences for early childhood program participants; articulate and support child development principles within the pre-school and Learning Link program; plan, organize and direct research and development processes, including operational assessment, participation forecasting, and evaluation processes

Assist in the planning development and implementation of Board policies, regulations, and the strategies for achieving District Early Childhood program's long and short range curricular and organizational goals and objectives; develop, plan, organize, and implement developmentally appropriate education programs, to include social/emotional components, family/community involvement, staff development and training, and social services for the purpose of meeting federal and state rules and regulations; oversee and facilitate the implementation of a standard assessment for the District's early childhood and education programs; oversee budgets for all early childhood education programs; assist with the control of expenditures in accordance with budget allocations; monitor and analyze costs; maintain fiscal responsibility and solvency of the programs

Develop personnel recruitment plans to hire quality staff for all programs; supervise, train, and evaluate the performance of assigned staff; plan, organize, and coordinate the performance of program personnel and maintain a positive, supportive and motivational environment; assign and review work and participate in the selection of new personnel as assigned; recommend and participate in disciplinary action as needed; Evaluate members of certificated and classified personnel staff. Resolve problems, issues and concerns pertaining to all staff members

Identify the needs of families in the community and develop strategies to help children enter school ready to learn; participate in meetings with parents, teachers, staff members, and the general public to demonstrate or explain child development, early educational curriculum, practices, and preschool programs; support and monitor the assessment of children as they transition to TK and Kindergarten.

Develop a plan for establishing communication channels between the early childhood education programs and public and private agencies for the purpose of maintaining public relations and fostering public understanding of the various programs; develop, submit and manage grant applications, funding proposals and contracts for all assigned programs; provide leadership and support in the development of a system for collaboration and coordination of exemplary practices for school readiness, State and Fee-based Preschool and Pre-Kindergarten programs implementation; attend various meetings related to early childhood education, the School Readiness Initiative, and the District to comply with all state and federal performance standards; Determine procedures and guidelines that effectively resolve conflicts and assist in coalition building processes between all stakeholders: students, parents and staff members

Develop as a professional educator; reflect on educational practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assure program progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees
- Participate in and/or support the sponsorship of pupil activities
- Perform non-classroom supervision when equitable and reasonably assigned
- Work in a collaborative setting within the program setting

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in early childhood/preschool programs
- Age appropriate classroom procedures and child guidance principals which promote appropriate student conduct and motivation for student learning
- Applicable sections of the State Education Code, the Standards for the Teaching Profession, and other applicable laws
- Research methods and report writing techniques
- Current trends and research concerning the growth and development of children
- First aid and CPR
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Motivate staff to develop skills, attitudes, and knowledge needed to provide a good educational foundation in accordance with each pupil's ability
- Display the use of good judgment in making decisions
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff member
- Communicate effectively both orally and in writing
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Possession of Administrative Service Credential or certificate of eligibility and Master's Degree
- Valid California Teaching Credential
- Child Development Program Director Permit (or in progress)
- Minimum of 6 years of teaching experience in the field preferred
- Valid CA Driver's License

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services is responsible for the management of the districts Early Childhood, program which includes (but not limited to) parent fee-based preschool, State preschool, and Learning Links through planning, organizing, presenting and evaluating a program of meaningful instruction maximizing the learning potential of each individual student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Plan, organize, and manage the Early Childhoods program's instructional program design and delivery systems; plan, organize, design, and implement early childhood curriculum and instruction programs and activities to ensure optimal educational opportunities and growth experiences for early childhood program participants; articulate and support child development principles within the pre-school and Learning Link program; plan, organize and direct research and development processes, including operational assessment, participation forecasting, and evaluation processes

Assist in the planning development and implementation of Board policies, regulations, and the strategies for achieving District Early Childhood program's long and short range curricular and organizational goals and objectives; develop, plan, organize, and implement developmentally appropriate education programs, to include social/emotional components, family/community involvement, staff development and training, and social services for the purpose of meeting federal and state rules and regulations; oversee and facilitate the implementation of a standard assessment for the District's early childhood and education programs; oversee budgets for all early childhood education programs; assist with the control of expenditures in accordance with budget allocations; monitor and analyze costs; maintain fiscal responsibility and solvency of the programs

Develop personnel recruitment plans to hire quality staff for all programs; supervise, train, and evaluate the performance of assigned staff; plan, organize, and coordinate the performance of program personnel and maintain a positive, supportive and motivational environment; assign and review work and participate in the selection of new personnel as assigned; recommend and participate in disciplinary action as needed; Evaluate members of certificated and classified personnel staff. Resolve problems, issues and concerns pertaining to all staff members

Identify the needs of families in the community and develop strategies to help children enter school ready to learn; participate in meetings with parents, teachers, staff members, and the general public to demonstrate or explain child development, early educational curriculum, practices, and preschool programs; support and monitor the assessment of children as they transition to TK and Kindergarten.

Develop a plan for establishing communication channels between the early childhood education programs and public and private agencies for the purpose of maintaining public relations and fostering public understanding of the various programs; develop, submit and manage grant applications, funding proposals and contracts for all assigned programs; provide leadership and support in the development of a system for collaboration and coordination of exemplary practices for school readiness, State and Fee-based Preschool and Pre-Kindergarten programs implementation; attend various meetings related to early childhood education, the School Readiness Initiative, and the District to comply with all state and federal performance standards; Determine procedures and guidelines that effectively resolve conflicts and assist in coalition building processes between all stakeholders: students, parents and staff members

Develop as a professional educator; reflect on educational practices and participate in professional

development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assure program progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees
- Participate in and/or support the sponsorship of pupil activities
- Perform non-classroom supervision when equitable and reasonably assigned
- Work in a collaborative setting within the program setting

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in early childhood/preschool programs
- Age appropriate classroom procedures and child guidance principals which promote appropriate student conduct and motivation for student learning
- Applicable sections of the State Education Code, the Standards for the Teaching Profession, and other applicable laws
- Research methods and report writing techniques
- Current trends and research concerning the growth and development of children
- First aid and CPR
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Motivate staff to develop skills, attitudes, and knowledge needed to provide a good educational foundation in accordance with each pupil's ability
- Display the use of good judgment in making decisions
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff member
- Communicate effectively both orally and in writing
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Possession of Administrative Service Credential or certificate of eligibility and Master's Degree
- Valid California Teaching Credential
- Child Development Program Director Permit (or in progress)
- Minimum of 6 years of teaching experience in the field preferred
- Valid CA Driver's License

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule/Classified Management and Supervisory Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services, plan, organize, and direct the implementation of the overall program in alignment with state curriculum frameworks, Educational Code, direction of the Superintendent consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Implements development and revision of subject disciplines in accordance with the district's curriculum cycle: ensures the alignment of all materials and courses to state and content standards; directs overall coordination of course of study revisions, departmental meetings, selection and purchase of instruction materials, media and equipment; assists in updating programs related to all areas of instructional materials.

Revises, develops, and directs the implementation of all courses of study and instructional strategies; provides leadership and guidance for the implementation of Common Core State Standards, and other major district educational initiatives; directs the communication and interpretation of current research and educational technology in curriculum as it applies to the school program; reviews and directs the process for updating graduation requirements.

Directs the duties and services of the school administrators, educational technology, library technicians, and the library/media program; assists in the district's staff development program in conjunction with curriculum development and the needs of the staff; prepares and controls budgets for assigned program and departments.

Attend professional growth workshops and conferences to enhance personal leadership skills; support best instructional practices; investigates current and educational research and practices through conferences, journals and professional works; establish professional goals and work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Maintain a positive working relationship with parents and community members
- Address complaints and resolves problems
- Work in collaboration with various stake holder within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- State and local curriculum requirements
- Board and District goal, policies, procedures and regulation
- Curriculum and instructional trainings
- Employee contracts
- Budget control and preparation
- Computer software applications
- Principles and practices of administration, supervision, and training

ABILITY TO

- Plan, organize supervise, direct, and monitor Distract, state, and federal legislations to support district goals, objectives, and policies

- Organize, direct, evaluate, and supervise teachers, and classified staff
- Participate in formulating District policies and procedures
- Maintain responsive and attentive relationships with students, staff members, and parents
- Be an effective liaison between the school and community
- Plan and organize work; meet schedules and time lines
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulation using good judgement in a variety of situations

MINIMUM QUALIFICATIONS

- Demonstrated leadership and organizational skills
- Five (5) years successful teaching and other site administrative experiences
- Master's Degree of higher from a an accredited institution of higher learning
- Valid California Administrative Services Credential
- Valid California Driver's License and vehicle insurance

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands described below are representative of those that must be met by employees to successfully perform the essential functions of this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

PHYSICAL DEMANDS

While performing the duties of this position, the employee may have to remain in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on the event or day, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds, across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so other will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

While performing the duties of this position, the employee may be regularly be required to communicate, interpret data, inspect information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadline; and interact with District and program personnel, school administrators, managers, staff, vendors, the public and others encountered in the course of work. This position may require immediate response in the event of emergencies or disaster and the ability to work well under stressful circumstances.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee may work in the classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction of the Superintendent, plan, organize, supervise and direct the implementation of special education programs, psychological services, 504 compliance, health services, as well as state and federal programs; direct and manage the fiscal aspects of both programs.

REPRESENTATIVE DUTIES

Monitor, implement, and evaluate the District's special education instructional program at all levels (preschool through grade eight), including curriculum, curriculum development, and legal compliance issues: serve as a liaison between the special education department and school sites; assist site administrators, psychologists, special education staff members, including Speech Language Pathologists, and teachers in the preparation and implementation of individualized education plans and programs; assist in the placement and monitoring of students enrolled in non-public schools and in the Los Angeles and Orange County Office of Educations' programs.

Train and supervise assigned personnel: provide professional leadership for the special education staff, nurse, Speech Language Pathologists, Speech Language Pathologist Assistants, and psychologists; supervise and evaluate designated certificated and classified personnel; assign duties to staff members as appropriate to meet the District objectives and needs; assist in recruiting, interviewing, and selection of new staff; provide and develop appropriate professional growth opportunities for all special education staff.

Plan, organize and supervise special education programs, student transportation and services, psychological services, 504 compliance, health services, and state and federal programs which are in harmony with and supportive of District policies and programs; participate in formulating District policies and procedures.

Serve as a liaison between the special education department and school sites; assist site administrators, psychologists, special education staff members, including Speech Language Pathologists, and teachers in the preparation and implementation of individualized education plans and programs: assist in the placement and monitoring of students enrolled in non-public schools and in the Los Angeles and Orange County Office of Educations' programs.

Working with the Superintendent, direct and monitor funding from state, federal, and Medi-Cal programs; prepare grants and funding applications as appropriate; provide technical expertise, information, and assistance to the Superintendent regarding compliance regulations for state and federal programs.

Attend professional growth workshops and conferences to enhance personal leadership skills; support best instructional practices; remain current concerning special education and state and federal program laws, practices, and trends; establish professional goals and work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Represent the district at SELPA directors' meetings and attend other meetings as required
- Assists in the development, implementation, and evaluation of assistive technology
- Prepare and maintain a variety of narrative and statistical reports, records, and files related to special education and state and federal programs

- Maintain a positive working relationship with parents and community members
- Address complaints and resolves problems
- Work in collaboration with various stakeholders within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Organization, activities, goals, and objectives of special education and state and federal programs
- School law, California Education Code sections, and other laws applicable to special education
- State and local curriculum requirements
- Board and District goals, policies, procedures, and regulations
- Employee contracts
- Budget control and preparation
- Computer software applications
- Principles and practices of administration, supervision, and training
- Written and oral communication skills and public speaking techniques

ABILITY TO

- Plan, organize, supervise, direct, and monitor District, state, and federal special education programs
- Organize, direct, evaluate, and supervise teachers, speech and language pathologists, speech and language pathologists assistant, and classified staff
- Participate in formulating District policies and procedures
- Maintain responsive and attentive relationships with students, staff members, and parents
- Be an effective liaison between the school and community
- Plan and organize work; meet schedules and time lines
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Master's Degree or higher from an accredited institution of higher learning
- Valid California Administrative Services Credential
- Demonstrated leadership and organizational skills.
- A minimum of five (5) years successful teaching in special education or other site administrative experience
- Knowledge of Federal and State regulations governing special education
- Valid California Driver's License and Vehicle Insurance

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The work environment and physical demands of the position as described is representative of those that must be met by an employee to successfully perform the essential functions of this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary dependent on school site, department area or specialized department as assigned. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to type, handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects typically weighing up to 90 pounds, such as students and students in wheelchairs. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

While performing the duties of this position, the employee may be regularly be required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadline; and interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee may work in the classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT DISTRICT NURSE



DEFINITION

The District Nurse, under the supervision of the Assistant Superintendent for Instruction, coordinates the required health testing program, the health development program, and all related health activities.

REPRESENTATIVE DUTIES

Perform well-child assessments/physical exams, immunizations and referrals as needed; conduct vision and hearing screening, scoliosis and other health easements as mandated; monitor compliance with immunizations and school entry physical exam requirements; is on call for all critical accidents and emergencies at all schools; provides assessments, rechecks, referrals and follow ups according to Education Code guidelines and current nursing practice.

Trains and supervises office staff and instructional aides regarding specified duties in Health Services; assists in the planning, development and implementation of emergency/disaster health care standards for students and school staff; reports any unsafe, hazardous, unhealthy, or potentially dangerous conditions to the administrative staff; assist in Special Education and Individual Education Program meetings where significant medical, health, and safety concerns for students are an issue.

Coordinates and serves as a resource and liaison person with community and county health agencies; advises staff on health correction, child welfare, and child neglect cases; provides health care and referral information to parents as needed; prepares and distributes health-related bulletins to parents and staff; serves as a health consultant and resource person in the health instruction curriculum by providing current scientific information from related fields

Maintain record keeping and reporting that pertains to student services and related nursing tasks according to current practices; maintain and submit data for state, District and grant reports; coordinate ordering of materials, equipment, and other resources authorized by administrative staff

Develop as a professional; reflect on current nursing practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice. Participates cooperatively with the immediate supervisor in developing the goals and objectives for the department program, and for the basis upon which they will be evaluated in conformance with the District's guidelines for assessment.

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Needs of medically fragile students
- Correct medical procedures for specialized health needs and emergency medical treatment
- Record keeping and confidentiality laws relating to student records
- Laws and codes related to the administration of health services
- Community health resources
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Establish and maintain effective and positive organizational, public and community relationships

- Demonstrate skill competency in oral and written communications
- Demonstrate good health, hygiene, speech, dress, and emotional stability
- Display appropriate enthusiasm, sense of humor, and good judgement in all District activities
- Be flexible and willing to adjust to new and changing situations
- Perform duties with awareness to all District requirements and Board policies

MINIMUM QUALIFICATIONS

- Possession of Bachelor's Degree and a Health and Development Credential
- Valid California License as a Registered Nurse
- Valid Certificate as a California Public Health Nurse
- Three to five years of experience as a Public Health Nurse or School Nurse

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Valid California Driver's license
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee travels in a personal vehicle to various sites. There is constant contact with students, staff, and parents. Employees in this position may have higher exposure to infection from students. The ability to meet multiple demands from several people concurrently is essential. The noise level is usually moderate.

SALARY RANGE

Appropriate placement on the Nurse Management Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT
EARLY LITERACY
TEACHER ON SPECIAL ASSIGNMENT (TOSA)**



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services and/or designee, assist in the management and day-to-day operations of early childhood education programs in accordance with State, District, and local laws; monitor, coach and support Early Childhood Education staff; develop and implement staff and parent workshops, and facilitate outreach services for families.

REPRESENTATIVE DUTIES

Facilitate the alignment of California Preschool Learning Foundations to the Common Core State Standards in developmentally appropriate ways: support teachers to implement developmentally appropriate curriculum; identify child development issues for project planning and program improvements: assist in the development of strategies to help children enter school ready to learn; collaborate with preschool and TK-2 staff to create fluid transition from preschool to kindergarten.

Plan and facilitate training and provide technical support to all early childhood education staff: assist in establishing, planning, organizing and implementing an effective staff development calendar based on identified staff needs and interests; facilitate and support the development of a system for collaboration of exemplary practices.

Provide outreach support or referrals to families as needed: handle and respond to unique or high-risk family situations; determine non-routine responses and develop and maintain community resources and contacts to address these situations; identify family outreach opportunities and make referrals to appropriate agencies as needed.

Attend county and district meetings as directed as they relate to Early Childhood Education department needs; maintain documentation and compliance with program regulations.

Assist in establishing, planning, organizing and implementing an effective parent education and involvement program: assist in planning parent training calendar and meetings: assist in the supervision and recruitment of parents and children; prepare timely reports for tracking health, disabilities and family services provided to families.

Attend professional development workshops to align practice with the District vision: establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Title 22 and Title 5 Community Care Licensing for child development programs
- Current policies, procedures, standards and grant mandates in the Early Childhood Education Department
- Early Childhood Developmental Psychology & current pedagogical theory
- Organization, planning and evaluation strategies, techniques and procedures
- California Preschool Learning Foundations & Common Core State Standards
- Developmentally appropriate instructional strategies and best practices

- Effective instructional strategies for English Language Learners
- Needs of students of differing socioeconomic, ethnic and linguistic backgrounds
- Early childhood assessment tools utilized by the Early Childhood Education Department
- Technology in the classroom and use of technology in an office environment
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Interact effectively with a variety of agencies and organizations
- Direct, train and evaluate early childhood education staff
- Work independently, adhere to schedules and timelines, maintain records and prepare reports
- Drive a vehicle to conduct work
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Bachelor's degree required with a major in Child Development or Early Childhood Education or a related field
- Three (3) years of early childhood teaching experience
- Experience in a leadership role in early childhood education preferred
- Valid California Driver's License

PREFERRED QUALIFICATIONS

- Master's degree or other advanced degree from an accredited institution of higher learning
- Administrative Services credential desirable
- English/Spanish bilingual preferred

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 25 pounds across and/or around a classroom or

play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Frequent communication of, interpretation of, and analysis of data necessary; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

Typical office conditions where noise level is usually quiet or moderately quiet. May work in a classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT
ELEMENTARY PRINCIPAL**



DEFINITION

Under direction of the Superintendent, serves as the administrator and instructional leader of an elementary school facility and director of the total school program consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Establishes overall short and long-range educational goals for school articulated in school plan: monitors, facilitates and ensures implementation of State Standards and courses of study as adopted by the Board of Trustees; monitors, facilitates and develops instructional objectives for annual school standards of expected student progress for certificated staff.

Supervise and evaluate staff performance in accordance with District guidelines for evaluation and assessment, orient new faculty members to the campus, and provide additional assistance to employees as needed: recommends appropriate action in cases of substandard performance; encourages individual teachers in the development of leadership potential; supervises and evaluates the performance of assigned personnel; may plan, assign and direct work of classified employees.

Carries out supervisory responsibilities in accordance with Board Policy, negotiated agreements and applicable laws: maintains an ongoing record of supervision and evaluates activities for each assigned staff member through the use of observations and conferences.

Administers a program of student behavior management and interacts with students to encourage positive performance: administers and monitors the intervention of at-risk students including attending SART meetings and other programs; provides input and direction related to student instruction based upon assessment data and state standards; participates in student IEP and 504 meetings.

Oversee campus safety, security and facility use: coordinates disaster preparedness for site; assists in developing and implementing school plans and organizational procedures for the health, safety, discipline and conduct of students.

Develop as a professional: reflect on administrative practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assists scheduling special events during the school day
- Maintains a positive working relationship with parents and community members
- May plan, assign and direct work of certificated and classified employees
- Addresses complaints and resolves problems
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Principles, methods, strategies, goals, and objectives of public education
- Philosophical, educational, fiscal, and legal aspects of public education
- Curriculum, instruction, and pupil service trends, strategies, and techniques

- Student activity, behavior management, and campus supervision methods, procedures, and techniques
- Program and activity audits and evaluation strategies and procedures

ABILITY TO

- Effectively plan, organize, and coordinate the management functions and activities of an elementary school operation
- Demonstrate a positive instructional leadership model
- Effectively analyze problems, issues, concerns, and formulate appropriate alternative solutions
- Communicate effectively both orally and in writing
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Minimum of five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required
- Master's degree in Educational Administration or a related field from an accredited institution of higher learning
- Training/experience in the use of instructional technology in the classroom setting required
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning
- Valid California Teaching Credential authorizing service at either the elementary or secondary level
- Valid California Administrative Services Credential (or in progress)
- Valid California Driver's License

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to climb, balance, stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects typically weighing up to 50 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

Employee must be able to use written and oral communication skills; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact with District staff, vendors, and the general public.

WORK ENVIRONMENT

The employee will work in several environments, including the classroom, office, and, on or near student playground equipment. The employee's primary responsibility is working with staff and students in the office, on the campus and in the classroom. There is frequent contact with staff and public and the need to meet multiple demands from several people. The noise level is moderate.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under direction of the site Administrator is responsible for facilitating an engaging instructional environment for learning; through planning, organizing, presenting and evaluating a program of meaningful instruction maximizing the learning potential of each individual student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Engage students in 21st century learning by connecting students' prior knowledge, life experiences and interests with learning goals using a variety of instructional strategies and resources to respond to students' diverse needs both in-person and virtually: facilitate learning that promotes autonomy as well as group interactions and choice; engaging students in critical thinking and other activities that make subject matter meaningful; promote self-directed reflective learning for all students.

Create and maintain an effective environment for student learning: create a physical environment that engages students; establish a climate that promotes fairness and respect; promote social development and group responsibility; establish and maintain standards for student behavior; plan and implement procedures and routines that support student learning; use instructional time efficiently.

Understand and organize matter for student learning: demonstrate knowledge of subject matter content and student development; organize curriculum to support student understanding of subject matter; interrelate ideas and information within and across subject matter areas; develop student understanding through instructional strategies that are appropriate to the subject matter; use materials, resources and technologies to make subject matter accessible to students.

Plan instruction and design learning experiences for all students: draw on and value students' backgrounds, interests and developmental learning needs; establish and articulate goals for student learning, develop and sequence instructional activities and materials for student learning; design short-term and long-term plans to foster student learning; modify/differentiate instructional plans to adjust for student needs.

Assess student learning: establish and communicate learning goals for students; collect and use multiple sources of information /data to assess student learning; involve and guide students in assessing their own learning; use the results of assessments to guide instruction; communicate with students, families and other audiences about student progress.

Develop as a professional educator; reflect on teaching practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Ensure student progress to meet District standards, and adhere to District goals and priorities
- Participate in faculty meetings and committees
- Participate in and /or support the sponsorship of pupil activities
- Coordinate support services for students with other staff
- Perform non-class room supervision when equitable and reasonably assigned
- Perform other related duties as assigned

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in curriculum development and instruction
- Procedures and child guidance principles which promote appropriate student conduct and motivation for student learning
- Applicable sections of the State Education Code, the Standards for the Teaching Profession, and other applicable laws
- Research methods and report writing techniques
- Current trends and research concerning the growth and development of children
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Adapt/differentiate plans to meet different needs, learning rates, and instructional levels of pupils
- Create an instructional program and a classroom environment favorable to learning and personal growth
- Establish effective rapport with pupils
- Motivate pupils to develop skills, attitudes, and knowledge needed to provide a good educational foundation in accordance with each pupil's ability
- Monitor children in the virtual environment and at times in “the classroom” setting whether in-person or virtual
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Possession of appropriate California Teaching Credential with CLAD emphasis or English
- Language Learner Authorization
- Possession of a Bachelor's Degree or higher from an accredited institution
- Must meet Federal teacher competency: highly qualified teacher requirements under the Elementary and Secondary Education Act (ESEA)

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout, school grounds and play yard. Depending on assignment, the employee will position her/himself appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and /or around a classroom or play yard. Positioning yourself physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculators, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including a virtual and in-person classroom, indoor and outdoor environments. The employee's primary responsibility is working with students in a virtual or in-person instructional environment. There is frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction of the Assistant Superintendent of Instruction, will assist in the implementation of the 21st Century teaching skills, curriculum development and the integration of technology into the classroom to build capacity and expertise which will enhance student outcomes consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of instructional technology in the classroom: conduct demonstration lessons and assist with curriculum design; assist teachers through peer coaching, classroom observations, and peer feedback.

Design, organize, and present professional development programs, curriculum, and instruction projects and technology assistance strategies to primarily support English Learners and at-risk students; use student data analysis to show effective instructional technology teaching strategies, lesson designs and co-planning lessons with instructional technology.

Design, implement, and support learning opportunities for English Learners and at-risk students through technology integrations: assist students with the application of technology and 21st Century learning skills; analyze and use assessment data to identify program needs and to evaluate, improve, and report on program effectiveness.

Attend professional development workshops to align practice with the District vision for 21st Century learning: establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Instructional technology, including software and hardware
- 21st Century learning skills and objectives
- Principles of staff development, techniques and strategies pertaining to instruction
- TK – 8 educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology
- Educational technology used in accelerating the achievement of English Learners and at-risk students
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist District leadership in planning and organizing the implementation and continued use of instructional technology
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members.

- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting
- Bachelor's degree from an accredited institution of higher learning
- Valid California Teaching Credential with English Learner authorization or equivalent
- Training/experience in the use of instructional technology in the classroom
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning
- Compliance with No Child Left Behind (NCLB)
- Valid California Driver's License

PREFERRED QUALIFICATIONS

- Master's degree or other advanced degree from an accredited institution of higher learning
- Administrative Services credential desirable

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 25 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Frequent communication of, interpretation of, and analysis of data necessary; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work

with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

Typical office conditions where noise level is usually quiet or moderately quiet. May work in a classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the general direction of the Intermediate Principal, assists in the administration of an intermediate level school facility and the total school program consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Supervise and evaluate staff performance in accordance with District guidelines for evaluation and assessment, orient new faculty members to the campus, and provide additional assistance to employees as needed; recommends appropriate action in cases of substandard performance; encourages individual teachers in the development of leadership potential; supervises and evaluates the performance of assigned personnel; may plan, assign and direct work of classified employees.

Carries out supervisory responsibilities in accordance with Board Policy, negotiated agreements and applicable laws: maintains an ongoing record of supervision and evaluates activities for each assigned staff member through the use of observations and conferences.

Administers a program of student behavior management and interacts with students to encourage positive performance: administers and monitors the intervention and at-risk students and programs; provides input and direction related to student instruction based upon assessment data and state standards; participates in student IEP and 504 meetings.

Oversee campus safety, security and facility use: coordinate disaster preparedness for site; assists in developing and implementing school plans and organizational procedures for the health, safety, discipline and conduct of students.

Provide general supervision to students: supervise assigned extracurricular activities, before/after school and night functions; assist in scheduling special events during the school day; oversee fundraising and ASB programs, which includes tracking, deposits, and collection.

OTHER RESPONSIBILITIES

- Serves as administrative head of the school in the absence of the Intermediate Principal
- Assists with coordinating the development of the master schedule
- Maintains a positive working relationship with parents and community members
- Addresses complaints and resolves problems
- Work in a collaborative setting within the school setting

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Principles, methods, strategies, goals, and objectives of public education
- Philosophical, educational, fiscal, and legal aspects of public education
- Curriculum, instruction, and pupil service trends, strategies, and techniques
- Student activity, behavior management, and campus supervision methods, procedures, and techniques
- Program and activity audits and evaluation strategies and procedures

- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Effectively plan, organize, and coordinate the management functions and activities of an intermediate school operation
- Demonstrate a positive instructional leadership model
- Effectively analyze problems, issues, concerns, and formulate appropriate alternative solutions
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting
- Master's degree in Educational Administration or a related field from an accredited institution of higher learning
- Training/experience in the use of instructional technology in the classroom setting required
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning.
- Valid California Teaching Credential authorizing service at either the elementary or secondary level
- Valid California Administrative Services Credential
- Valid California Driver's License

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Frequent communication of, interpretation of, and analysis of data necessary; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

The employee will work in several environments, including the classroom, office, and, on or near student playground equipment. The employee's primary responsibility is working with staff and students in the office, on the campus and in the classroom. There is frequent contact with staff and public and the need to meet multiple demands from several people. The noise level is moderate to noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under direction of the Superintendent, performs administrative and management functions in carrying out the day to day operational and educational mission of the intermediate school consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Establishes overall short and long-range educational goals for school articulated in school plan: monitors, facilitates and ensures implementation of State Standards and courses of study as adopted by the Board of Trustees; monitors, facilitates and develops instructional objectives for annual school standards of expected student progress for certificated staff.

Supervise and evaluate staff performance in accordance with District guidelines for evaluation and assessment, orient new faculty members to the campus, and provide additional assistance to employees as needed: recommends appropriate action in cases of substandard performance; encourages individual teachers in the development of leadership potential; supervises and evaluates the performance of assigned personnel; may plan, assign and direct work of classified employees.

Carries out supervisory responsibilities in accordance with Board Policy, negotiated agreements and applicable laws: maintains an ongoing record of supervision and evaluates activities for each assigned staff member through the use of observations and conferences; provides leadership through in-service training programs for the development of curriculum and improvement of instruction.

Develops and implement plans for effective school discipline, classroom management: implements required assessments; evaluates and uses assessment data to improve educational procedures and practices; oversee campus safety, security and facility use: coordinates disaster preparedness for site; assists in developing and implementing school plans and organizational procedures for the health, safety, discipline and conduct of students.

Develop as a professional; reflect on administrative practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Maintains a positive working relationship with parents and community members
- May plan, assign and direct work of certificated and classified employees
- Addresses complaints and resolves problems
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Principles, methods, strategies, goals, and objectives of public education
- Philosophical, educational, fiscal, and legal aspects of public education
- Curriculum, instruction, and pupil service trends, strategies, and techniques
- Student activity, behavior management, and campus supervision methods, procedures, and techniques
- Program and activity audits and evaluation strategies and procedures

ABILITY TO

- Effectively plan, organize, and coordinate the management functions and activities of an elementary school operation
- Demonstrate a positive instructional leadership model
- Effectively analyze problems, issues, concerns, and formulate appropriate alternative solutions
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Valid California Teaching Credential authorizing service at either the elementary or secondary level
- Valid California Administrative Services Credential
- Master's degree in Educational Administration or a related field from an accredited institution of higher learning
- Minimum of five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required
- Master's degree in Educational Administration or a related field from an accredited institution of higher learning
- Training/experience in the use of instructional technology in the classroom setting required
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning
- Valid California Driver's License

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands described below are representative of those that must be met by employees to successfully perform the essential functions of this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary dependent on school site, department area or age group assigned. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to climb, balance, stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects typically weighing up to 50 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

Employee must be able to use written and oral communication skills; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact with District staff, vendors, and the general public.

WORK ENVIRONMENT

The employee will work in several environments, including the classroom, office, and, on or near student playground equipment. The employee's primary responsibility is working with staff and students in the office, on the campus and in the classroom. There is frequent contact with staff and public and the need to meet multiple demands from several people. The noise level is moderate.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT
MULTI-TIERED SYSTEM OF SUPPORT (MTSS)
TEACHER ON SPECIAL ASSIGNMENT (TOSA)**



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services, the Teacher on Special Assignment – MTSS will assist in the implementation of District wide initiatives and programs, including: 21st Century teaching skills, curriculum development, the integration of STEAM Education, as it connects to the curriculum inside and outside of the classroom.

REPRESENTATIVE DUTIES

Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of STEAM in the classroom: conduct demonstration lessons and assist with curriculum design; assist teachers through peer coaching, classroom observations, peer feedback, data analysis, lesson design, and co-planning lessons in various areas: STEAM, Horizons (GATE/High Achiever Program), and subject specific content (ELA, Math, Writing)

Design, implement, and support learning opportunities for ALL subgroups including English Learners and at-risk students through STEAM integrations: supports students' college and career readiness utilizing 21st Century learning skills; help provide coordination and support for the Horizons (GATE/High Achiever Program) as well as provide assistance in the design, function and implementation of STEAM Innovation labs

Design, organize, schedule, and present professional development programs, curriculum, and instruction projects and assistance for Transitional Kindergarten through eighth grade teachers in the use of strategies to support ALL subgroups including English Learners and at-risk students; conduct demonstration lessons and assist with curriculum design

Assist students and staff with application of technology and 21st Century learning skills; analyze data to identify program needs and to evaluate, improve, and report on program effectiveness; work with other staff in coordinating various program offerings connected to the ELOP and Early Learning Opportunities

Attend professional development workshops to align practice with the District vision: establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned

KNOWLEDGE OF

- Instructional technology as it related to 21st Century learning skills and objectives
- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of students and adults
- Educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology and best practices in the classroom
- Use of data analysis to facilitate in accelerating the achievement of ALL students and subgroups
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist District leadership in planning and organizing the implementation of various programs including STEAM Activities and Coding
- Support and assist with the coordination of Horizons (GATE/High Achievers Program)
- Communicate effectively, both orally and in writing
- Use the Google Platform to prepare supplemental materials
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students.
- Help analyze problems and issues and develop appropriate solutions; Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations
- Understand and carry out directions with minimal supervision; manage multiple tasks and utilize technology as a means for various types of communication and record keeping
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment

MINIMUM QUALIFICATIONS

- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required
- Bachelor's degree from an accredited institution of higher learning
- Valid California Teaching credential with English Learner authorization or equivalent.
- Training/experience in the various district wide initiatives (Project GLAD, STEAM, Thinking Maps, Write from the Beginning, EDI, etc.) and the use of instructional technology as it relates to the classroom setting
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff, and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and/or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks;

work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT
PRESCHOOL TEACHER**



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services, is responsible for providing educational experiences for children (ages 2 – 5) maximizing the learning potential of each individual student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Administer day to day operations in accordance to state licensing regulations and State Department of Education preschool guidelines: plan and set up a classroom structure in accordance with program curriculum; review and plan classroom experiences and routines with other staff.

Establish classroom rules and set consistent limits on children's behavior that encourages individual growth, a positive self-image, and ensures the safety of children and adults; maintain an educational environment that provides appropriate stimulation and curriculum; establish a climate that promotes fairness and respect, social development and group responsibility; use instructional time efficiently.

Assess student learning: establish and communicate learning goals for students; collect and use multiple sources of information/data to assess student learning; involve and guide students in assessing their own learning; use the results of assessments to guide instruction; communicate with students, families and other audiences about student progress.

Develop as a professional educator; reflect on teaching practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assure student progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees
- Perform non-classroom supervision when equitable and reasonably assigned
- Plan and direct the work of volunteers who may assist in the classroom
- Work in a collaborative setting within the school setting

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in curriculum development and classroom instruction.
- Classroom procedures and child guidance principals which promote appropriate student conduct and motivation for student learning.
- Applicable sections of the State Education Code and Preschool Program Guidelines for Child Development
- Current trends and research concerning the growth and development of children.
- First aid and CPR.
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Adapt/differentiate plans to meet different needs, learning rates, and instructional levels of pupils.
- Create an instructional program and a classroom environment favorable to learning and personal growth.
- Establish effective rapport with pupils.
- Motivate pupils to develop skills, attitudes, and knowledge needed to provide a good educational foundation in accordance with each pupil's ability.
- Monitor children in classrooms.
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Possession of a Bachelor's Degree in Education
- A minimum of 2 years teaching at the Preschool level
- 24 ECE/CD units including core Child Care courses
- Site Supervisor Permit

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in a classroom or instructional environment. Employees in this position may have higher level of exposure to

infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction and supervision of the Director of Special Education, provide consultation, coaching, instructional planning and support for general education and special education staff. Work directly with District, SELPA, school staff, students, parents, and outside agencies collaboratively to support students with disabilities. Ensure the provision of educationally related mental health services for eligible special education students.

REPRESENTATIVE DUTIES

Assist staff in developing and implementing accommodations and modifications of core curriculum for students with disabilities; supervise and monitor the documentation of student progress by school personnel; visit school facilities, attend school meetings; advise staff regarding additional services as new needs arise; conduct assessments and assist with IEP (Individualized Educational Program) development; attend and facilitate and support positive, effective IEP meetings.

Support curriculum, instruction and professional development: assist in the development of policy and procedure and coordinate implementation of educationally-related mental health and counseling services; provide technical assistance, consultation, and training to schools regarding community resources and other mental health issues, as necessary; facilitate training for school staff in prevention and proactive pre-referral activities and behavioral support systems; provide social and behavioral services supervision and support to schools.

Establish positive supportive relationships with staff, parents, and students to support student learning; effectively engage diverse families in the coordination process and assure access to educationally related mental health services; provide monitoring and oversight of non-public school placements and services. Implement required state and federal compliance procedures; provide complex case or exceptional needs consultation and support case coordination; perform resource coordination, information, and referral processes with other county agencies, community organizations, special education service provision to students, including mental health.

OTHER RESPONSIBILITIES

- Develop, coordinate and supervise trainings in educationally related services and systems to various stakeholder groups
- Travel to sites in which services are being conducted, which may include in and out of state residential treatment facilities, non-public schools and non-public agencies, county special education and district settings
- Provide support, oversight and reporting for special education funds and budgets, including mental health
- Assist in the development of district special education policies and procedures
- Perform other related duties as assigned

KNOWLEDGE OF

County agencies and community organizations to coordinate effective special education service provision to students, including mental health

Supervision and motivation techniques for students with special needs

Educationally-related mental health and counseling services

Principles of staff development, techniques and strategies pertaining to instruction

ABILITY TO

Understand and facilitate compliance with state and federal laws and regulations.

Develop resources for professional development based on district needs

Demonstrate knowledge of core curriculum and strategies for implementation.

Facilitate and support the continuum of counseling interventions available for students enrolled in general and special education programs, including residential treatment facilities

Develop, analyze and support special education programs and services

Work with staff, students, and families enrolled within the district in order to facilitate the provision of educationally related mental health services

MINIMUM QUALIFICATIONS

- Minimum three years of school/clinical or field related experiences.
- Three or more years of administrative or administrative related experience – Desired
- Possess ONE or more of the following Credentials and Licenses:
 - Pupil Personnel Services Credential - School Psychology
 - Administrative Credential
 - Education Specialist Credential
- Evidence of work experience demonstrating administrative leadership
- Excellent interpersonal skills to work effectively with students, teachers, administrators, families, and outside agencies

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The work environment and physical demands of the position as described is representative of those that must be met by an employee to successfully perform the essential functions of this category position. The information is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned. These physical standards are generic in nature and tasks may vary. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact cooperatively with District staff, parents, community members, vendors, and other organizations; occasionally required to deal with conflict situations.

WORK ENVIRONMENT

While performing the duties, employees are subject to constant interruption and are in direct contact with the public and employees. Negative interactions resulting from these contacts can result in stressful situations. These positions may be high volume positions and may work without direct and/or constant supervision. The noise level in an office environment is moderate.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the general supervision of the School Principal plans develops and assists in the implementation of student individualized educational programs (IEP); works with students in the classroom; administers and interprets diagnostic and standardized tests; and plans for special needs students in accordance with District goals and priorities.

REPRESENTATIVE DUTIES

Assists classroom teacher in the identification of children with learning difficulties; evaluates and maintains records of progress on individual children in accordance with their Individual Education Plan (IEP); develops and maintains a classroom environment conducive to effective learning; fosters good health and safety standards at all times; assumes responsibility for behavior of children in the total school environment as well as in the classroom

Uses a variety of instructional techniques and instructional media applicable to groups or individuals of varying abilities; works with small groups of children in the development of a systematic program of reading instruction, including basic skills of word recognition, comprehension, and vocabulary development; and math facts and computation; provides instruction in the use of oral language development

Makes effective daily and long-range plans and goals; prepares and submits reports and attendance records accurately and promptly; plans and evaluates classroom activities with total group and individual children; provides for continuous child self-evaluation consistent with educational objectives and District policy

Serves as a resource to teachers in recommending appropriate methods, techniques, materials, and equipment; assists teachers in the methods of informal observation of child behavior as a means of detecting learning problems; conducts demonstrations for teachers using a variety of instructional methods and techniques

Develop as a professional educator: reflect on teaching practices and participate in professional development; maintain study of current practices and research; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice

OTHER RESPONSIBILITIES

- Assists children in building appropriate self-help skills.
- Assists teachers in reporting student progress to parents.
- Works with the home to achieve improvement in each child's behavior and learning.
- Plans and coordinates the work of aides or other paraprofessionals.
- Collaborate with other professionals in the program as needed
- Exchange information and resolve issues as needed
- Assure student progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees

Individuals who hold this position may perform additional duties and additional duties may be assigned

KNOWLEDGE OF

- Applicable sections of the State Education Code and other Special Education laws
- Technical aspects of the educational resource field

- Curriculum for learning challenged and at-risk students
- Classroom procedures and child guidance principals which promote appropriate student conduct and motivation for student learning
- Applicable sections of the State Education Code, the Standards for the Teaching Profession, and other applicable laws
- Research methods and report writing techniques
- Current trends and research concerning the growth and development of children
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Administer and interpret diagnostic and standardized tests
- Communicate and coordinate activities with various personnel and with outside agencies
- Prioritize and schedule meetings and timelines
- Train and provide work direction to others
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Bachelor's degree or higher with an emphasis in Special Education or closely related field
- Valid California Teaching Credential with CLAD or BCLAD authorization
- California Credential/Clear Specialist Instructional/Learning Handicap
- Resource Specialist Certificate of Competence
- Valid California driver's license

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity

machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee may work at a single site and/or may travel in personal vehicle from site to site. The employee's primary responsibility is working with students in a classroom and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the supervision of the School Principal, coordinates the counseling and guidance program of the school site and other related functions as required consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Provides all learners access to a developmentally appropriate career and college guidance; meet with students and their parents to explain academic and behavior records, the course work, and academic progress needed for satisfactory completion of junior high school; collect, organize, and analyze student information through the use of education historical data, test results, and interview techniques.

Appraise student interests, aptitudes, and attitudes utilizing a variety of assessment strategies and techniques: assists students in understanding and seeking solutions to social, emotional or academic problems and issues; serves as a resource pertaining to student behavior management strategies, and welfare and attendance concerns; meet, confer, and counsel with parents, and school personnel in developing alternative solutions to student academic, social, and emotional problems and concerns.

Pursuant to the requirements of the School Supplemental Counseling Program, the counselor will assist in the development and implementation of programs in grades seven and eight for students who are deemed to be Far Below Basic in English/language arts or mathematics pursuant to the California Standards Test, and provide support to students who are at risk of not graduating with the rest of their class and assist them to successfully transition to high school.

Effectively participate in the planning and implementation of school guidance and curricular programs: perform individual and group counseling and guidance functions including academic, career, vocational, and behavioral counseling; assist in the planning, development, and conduct of programs that enhance student educational opportunities including speaker programs, student visitation programs or other similarly related activities.

Serve as a resource to site and District personnel: assist in the administration and interpretation of standardized tests; assist in the development and monitoring of individual education and 504 plans for students; assist in identifying school program needs, and participate in developing school instructional programs geared to meet individual student needs; assist with the development of behavioral contracts for all special education students; assist in behavioral management programs and in resolving welfare and attendance problems and concerns.

Develop as a professional: seek out opportunities for professional development to enhance content knowledge and skill; establish professional goals and work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Plan and conduct in-service educational experiences for staff and/or District
- Collaborate with elementary school personnel to assist learners in making a smooth transition to intermediate school
- Establish, maintain, and monitor the maintenance of a variety of files and records pertaining to student counseling, guidance, and related matters.
- Participate in faculty meetings and committees
- Participate in and/or support the sponsorship of pupil activities.
- Work in a collaborative setting within the school setting.

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment counseling
- Applicable and appropriate interest and achievement appraisal instruments, techniques, and procedures
- Social, emotional, and behavioral characteristics of adolescent students
- Program evaluation and research techniques, strategies, and procedures
- Appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests
- Current trends and research concerning the growth and development of children.
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist students in effectively analyzing and developing alternative solutions to behavioral, education, social, and emotional problems and concerns
- Conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients
- Effectively deal with site and District personnel, parents, social, and youth service agencies in resolving student problems and concerns
- Prepare and deliver presentations
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Perform the essential duties of the job with or without reasonable accommodation

MINIMUM QUALIFICATIONS

- Possession of a Bachelor's Degree in psychology, counseling, and guidance from an accredited institution of higher learning
- California Pupil Personnel Services Credential authorizing services as a counselor

PREFERRED QUALIFICATIONS

- Master's Degree of higher in psychology, counseling and guidance from and accredited institution of higher learning
- Two years of guidance service

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions is a must. Employee may be exposed to hostile or abusive individuals and must endure high tolerance for ongoing stressful situations.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in a classroom and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is frequent contact with staff and public and the need to meet multiple demands from several people. This environment may be expected to include frequent interruptions, moderate noise level that may occasionally become very noisy.

SALARY RANGE

Appropriate placement on the Counselor Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under direction of the Principal and Director of Special Education, serves as psychologist to students in TK – 8; evaluate the specialized needs of students in the educational setting; assist students in understanding and seeking solution to social, emotional, or academic problems and issues; serves as a resource pertaining to student behavior management, learning strategies, welfare and attendance problems and concerns; plans and carries out programs to enable children to attain maximum achievement and adjustment.

REPRESENTATIVE DUTIES

Perform a variety of individual and group psycho-educational assessment and diagnosis of specific learning, emotional, and behavioral disabilities: prepares recommendations pertaining to student remediation, placement in special programs and interventions; counsel pupils individually and in small groups using a variety of data gathering and therapy techniques; assist in the development and monitoring of individual education plans for students with exceptional needs.

Consult and confer with instructional and administrative personnel in the development and implementation of instructional methods and procedures designed to facilitate learning and to overcome learning and behavioral disorders: serve as a member of student study teams and collaborate with other team members in planning special programs and usage of remedial instructional materials for students with special needs.

Participate in parent conferences, pupil evaluation reviews and provide pupil profiles indicating learning strengths and weaknesses: consult with parents to further their understanding of the learning and emotional adjustment process pertaining to their child; refers individuals to community agencies to secure medical, vocational, or social services for student or family.

Serves as a liaison between the schools and mental health and juvenile agencies in pursuing referral follow ups: assist in the development and monitoring of individual education plans for students with exceptional needs; serves as consultant to school board, superintendent, administrative committees and parent teacher groups in matters involving psychological services within education system or school; conducts needs assessment, researches, writes, and develops evaluative schemes for specific programs at the District level.

OTHER RESPONSIBILITIES

- Assist in identifying school psychological service needs
- Plan and present, as requested, a variety of management related reports pertaining to school psychological service functions and activities
- Participate in faculty meetings and committees
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Principle methods, techniques, strategies, and trends in educational, social and emotional adjustment assessment functions;
- Applicable and appropriate psychological and achievement appraisal instruments, techniques and procedures
- Social and youth service agencies in the local and greater metropolitan area
- Evaluation and research techniques, strategies, and procedures

- Curriculum and instruction programs proven to be beneficial to pupils with special learning needs
- Conflict resolution procedures

ABILITY TO

- Provide informative in-service programs to school staff and parents
- Develop alternative solutions to behavioral, educational, social, and emotional problems and concerns
- Effectively deal with site and District personnel, parents, social service, and youth service agencies in resolving student problems and concerns
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students.
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations.
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Perform the essential duties of the job with or without reasonable accommodation

MINIMUM QUALIFICATIONS

- Possession of a Master's Degree or higher from an accredited institution of higher learning
- Possession of California Pupil Personnel Services School Psychology Credential
- Experience as a school psychologist; classroom teacher or counselor at the elementary level is desirable

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include frequent sitting and standing for extended periods of time. Dependent on class/student assignment, the employee may occasionally lift, push, pull, and/or move up to 50 pounds. Repetitive bending at the waist, as well as kneeling, stooping, crouching to assist students is also required. Employees may reach overhead, above the shoulders, and horizontally. Dexterity of hands and fingers to demonstrate activities or run equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required.

MENTAL DEMANDS

Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions is a must. Employee may be exposed to hostile or abusive individuals and must endure high tolerance for ongoing stressful situations.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in the office, a classroom, and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT
SPECIAL DAY CLASS (SDC) TEACHER
SPECIAL EDUCATION**



DEFINITION

Under the supervision of the Principal, the SDC classroom teacher works with students who have mild/moderate disabilities in a classroom setting providing meaningful instruction, evaluation, and supervision, maximizing the learning potential of each student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Work with identified students in and out of the classroom in individual and small group skill based instruction: present appropriate instructional material; inspect student work assignments and progress; assess and evaluate accordingly.

Apply appropriate learning theories for individuals with exceptional need: write appropriate IEP goals and objectives for students on caseload; observe and monitor children's behavior and development in their environment; present activities that are developmentally appropriate for the students and are specifically designed to conform to the student's IEP; assist in providing access to various developmentally appropriate equipment and specialized materials.

Plan and implement appropriate integration experiences for pupils: establish and maintain standards for student behavior/control required to achieve an effective learning environment; participate in outings and field trips with students and faculty as needed; assist in providing opportunities for students to develop self-esteem and to develop pre-academic skills.

Interact and consult with family members, teachers, and other service providers, as needed: assist parents to seek and coordinate other services in their community that may be provided to their children by various agencies; consult with family regarding family involvement activities.

Develop as a professional educator: reflect on teaching practices and participate in professional development; maintain study of current practices and research; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Monitor and coordinate assessment and reassessment procedures
- Develop and monitor individual prescriptive intervention plans in response to proficiency assessments
- Maintain a record keeping system that facilitates short and long term evaluation of student progress
- Provide appropriate standard based instruction to meet student needs
- Collaborate with other professionals in the program as needed
- Exchange information and resolve issues as needed
- Assure student progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in curriculum development and classroom instruction
- Child guidance principles and practices related to students with special education needs

- Applicable sections of Education Code, CA law and other special education laws relating to minors including student and parental rights
- Equipment and technology operation related to special needs instruction
- Curriculum and lesson development to meet IEP goals
- Terminology involved in special education programs
- Current trends and research concerning students with special needs
- Child growth and development/behavior characteristics
- Conflict resolution procedures
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Perform a variety of professional duties to assist special education students with identified needs
- Administer and interpret diagnostic standardized tests
- Assist students in reaching appropriate instructional levels
- Meet schedules and timelines
- Work independently with little direction and confidentially with discretion
- Assist students as needed
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Bachelor's degree or higher with an emphasis in Special Education or closely related field
- Valid California Teaching Credential with CLAD or BCLAD authorization
- Possession of an appropriate Special Education or Education Specialist Credential authorized to teach moderate needs students

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or

play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments and on, or near student playground equipment. The employee's primary responsibility is working with students in a classroom and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under general direction of the Assistant Superintendent of Curriculum serves as district speech and language specialist. Provides specialized speech and language services including therapy, evaluation, and assistance to individuals or groups of students who qualify for services as established by State Standards. Consults with staff and parents regarding speech therapy and instruction strategies.

REPRESENTATIVE DUTIES

Provide specialized services and assist and with assessment and screening of students with speech and language deficiencies; utilize age-appropriate standardized and non-standardized testing and assessment tools; provide phonological and language training in individual or small groups of students.

Develop and monitor individual prescriptive intervention plans in response to speech and language proficiency assessments; complete concise and valid assessment reports including diagnostic information and treatment recommendation for initial evaluation and periodic IEPs, participate in developing IEPs for students who qualify for DIS.

Provide individual and small group therapy: schedule caseload; makes effective daily and long-range plans; establish and maintain standards of student behavior/control required to achieve an effective learning atmosphere.

Participate in IEP meetings and consultations to provide assessment information to teachers and parents; provide assessment of current communication skills and recommendations for future instructional needs; confer with parents about their children's progress on a regular basis.

OTHER RESPONSIBILITIES

- Operate a computer terminal and other specialized diagnostic and office equipment such as speech and language software, video camera, tape recorder and various electronic communication devices
- Prepare and maintain a variety of related records and reports such as IEP forms and assessment paperwork, daily speech and attendance register, notes and files for annual IEPs
- Work with teachers to improve speaking and listening skills within the classroom
- Participate in all State/Federal review processes as requested
- Participate in faculty meetings and committees
- Work in a collaborative setting within the school setting

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Advanced-level diagnostic and clinical procedures, tests, and equipment used in treatment of speech and language disorders
- Computer operation, applicable hardware and software associated with adaptive and speech and language technology
- Augmentative communication devices for students with severe handicaps
- Assessment theories, practices and techniques utilized for integration of students with special needs.
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Child guidance principles and practices related to children with special education needs
- Record keeping techniques

- Applicable section of the State Education Code and other applicable laws
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Evaluate, plan and implement goals and objectives to meet the communication needs of individual students
- Conduct language and speech testing and assessment
- Provide speech and language therapy; monitor and evaluate student progress
- Maintain records and generate reports
- Prepare and deliver oral presentations
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Perform the essential duties of the job with or without reasonable accommodation

MINIMUM QUALIFICATIONS

- Possession of a Master's Degree or higher in communicative disorders or closely related field from an accredited institution of higher learning
- Clinical Rehabilitative Services Credential required by the State of California
- Two years private or clinical experience in field preferred
- Valid CA driver's license

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee may work at a single site and/or may travel in personal vehicle from site to site. The employee's primary responsibility is working with students in a classroom and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to noisy.

SALARY RANGE

Appropriate placement on the Speech Language Pathologist Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services, the Teacher on Special Assignment (TOSA) –STEAM Innovation Coach will assist, by serving as an instructional coach, in the implementation of the 21st Century teaching skills, curriculum development and the integration of STEAM Education as it connects to the curriculum inside and outside of the classroom.

REPRESENTATIVE DUTIES

Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of STEAM/Coding in the classroom: conduct demonstration lessons and assist with curriculum design; assist teachers through peer coaching, classroom observations, peer feedback, student data analysis of effective STEAM/Coding teaching strategies, lesson design and co-planning lessons in STEAM/Coding.

Design, implement, and support learning opportunities for ALL subgroups including English Learners and at-risk students through STEAM/Coding integrations: supports students' college and career readiness utilizing 21st Century learning skills; help provide coordination and support for the Horizons (GATE/High Achiever Program) as it relates to STEAM/Coding.

Develop curriculum that effectively integrates the use of STEAM/Coding in the teaching and learning process: design, organize, schedule, and present professional development programs, curriculum, and instruction projects and assistance for Transitional Kindergarten through eighth grade teachers in the use of STEAM/Coding and strategies to support ALL subgroups including English Learners and at-risk students; provide assistance in the design, function, and implementation of the STEAM Innovation Labs at each school; analyze and use data to identify program needs and to evaluate, improve, and report on program effectiveness.

Attend professional development workshops to align practice with the District vision for 21st Century learning; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Instructional technology as it relates to STEAM/Coding
- 21st Century learning skills and objectives
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology and STEAM/Coding
- STEAM/Coding to facilitate in accelerating the achievement of all students and subgroups
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist District leadership in planning and organizing the implementation and continued use of STEAM Activities and Coding
- Support and assist with the coordination of the Horizons (GATE/High Achiever Program) related to STEAM/Coding
- Communicate effectively, both orally and in writing
- Use the Google Platform to prepare supplemental materials
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Valid California Teaching credential with English Learner authorization or equivalent
- Compliance with No Child Left Behind (NCLB)
- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required
- Bachelor's degree from an accredited institution of higher learning
- Training/experience in the use of instructional technology as it relates to STEAM/Coding in the classroom setting required
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning

PREFERRED QUALIFICATIONS

- Master's degree or other advanced degree from an accredited institution of higher learning
- Administrative Services credential desirable

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



DEFINITION

Under the general direction of the Board of Trustees, supervises all District operations in accordance with Board Policies. Although the Superintendent may delegate appropriate powers and duties so that operational decision can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to serve as the instructional leader for the District.

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

REPRESENTATIVE DUTIES

The Superintendent of Schools is the chief executive officer of the Board of Trustees. (Education Code 35035) Shall act as secretary to the Board and shall prepare agenda and minutes of Board meetings, handles Board correspondence, and maintains all Board records, contracts, and other documents; is responsible for carrying out all policies established by the Board and advises the Board on the need for new and/or revised policies and make policy recommendations based on data and input from staff members and advisory committees. In cases not specifically covered by Board policies, the Superintendent shall take appropriate action and report such action to the Board not later than the next Board meeting; shall be present at all meeting of the Board and its special committees except when pertaining to their reemployment being considered by the Board. All matters requiring Board action, together with the materials needed for informed decisions shall be submitted by the Superintendent; they shall be advisor to the Board in all its deliberations.

All individuals employed by the Board are responsible to the Superintendent of Schools. The Superintendent shall establish such regulations and give such instructions to the school employees as may be necessary to make the policies of the Board effective; shall determine whether certificated employees have a valid certificate as required by law (Ed. Code 35035); shall be responsible for ensuring the evaluation of each staff member; shall have the power to transfer certificated employees from one school to another. The decision shall be based on the best interest of the District and be consistent with the adopted Board policy concerning transfers and the provisions of existing collective bargaining agreements. (Ed. Code 35035 cf. 4-114- Transfers/Reassignment) Shall submit in writing recommendations in respect to all candidates for employment. The Board shall accept or reject such recommendations, but should employ candidates only on the Superintendent's recommendations; shall recommend to the Board a student's suspension or expulsion under the appropriate circumstances. (Ed. Code 48900)

The Superintendent shall formulate and recommend for the consideration of the Board personnel policies needed for efficient functioning of the District staff; shall direct the operations and activities of administrators; see they effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulation the internal objectives, plans, and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

The Superintendent shall formulate and administer a program of supervision for all schools and provide professional leadership for the education program of the schools; shall formulate educationally sound policies and present them to the Board for consideration; shall regularly report to the Board on all aspects of the District's education program and submit a school calendar for the ensuing school year; shall provide program articulation with the Fullerton Joint Union High School District whenever possible and feasible.

The Superintendent serves as the District's chief negotiator during the collective bargaining process; will ensure effective relations with employee organizations are maintained. The Superintendent will establish and maintain liaisons with community group's which are interested or involved in the education programs of the District; shall serve as the District's advisor to the Lowell Joint Education Foundation; shall represent and advocate for the District in dealings with other school systems, professional organizations, business firms, agencies of government, and general public. The Superintendent shall be directly responsible for the District's website and for the news releases and/or other items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school related incidents, or events, and shall approve media interviews of this nature with District employees.

The Superintendent (or designee with Board approval) shall be responsible for supervising the preparation and submission of the District budget to the Board for the ensuing fiscal year; shall submit regular financial and budgetary reports to the Board of Trustees including any outstanding obligations incurred by the school district. Shall revise and take any other action concerning the budget as the Board may designate; in accordance with Board policies, shall have the power within limits of major appropriations approved by the Board to approve and direct all purchases and expenditures; is authorized to approve conference expenses for employees on official business; shall have the power to enter into any contracts on behalf of the Board. (Ed. Code 35035) Shall personally be liable for any district moneys paid out as a result of her/his misconduct in relations to any contracts made. (Ed. Code 39656) The Superintendent is responsible for the implementation of a plan for maintenance, improvement, or expansion of buildings, and site facilities; shall keep a regularly updated inventory of all property, furnishings, materials, and supplies of the District

PERSONAL CHARACTERISTICS

The Superintendent of Schools must have the background, skills, and abilities essential for excellence in educational leadership. The Board recognizes that selecting a Superintendent is one of the most important decisions it will make. The Board has identified the following desired characteristics:

- Demonstrated ability to provide effective visionary leadership and strategic planning to focus resources towards the primary goal of quality education
- An innovative leader with the ability to effectively interact with all District stakeholder in order to continue to move and improve educational initiatives in the District
- A collaborator who brings people together building positive relationships with the Board, administration, staff members, and community.
- A person who is a good listener, open and accessible to all, who is able to communicate effectively, motivate and who is highly visible and vested part of the schools and community
- An ethical leader who models high expectations for self, staff members, and students and who possesses the personal characteristics of honesty, dependability, humor, loyalty, and a strong work ethic
- Demonstrated success in developing and maintaining productive Board/Superintendent/staff relations with honest and open communication
- A record of ability to refine, improve, and implement curriculum, instruction, technology, and management strategies by working with people and utilizing their talents and skill
- A leader who has demonstrated fiscal and operational expertise ensuring consistent application of administrative policy and the ability to implement long-range plans that benefit students

MINIMUM QUALIFICATIONS

- Master's degree from an accredited institution of higher learning, and/or preferably a Doctorate Degree.
- Minimum of five years of teaching experience, preferably at various grade levels

- Minimum of five years of administrative or supervisory experience, including serving as school principal
- Experience in a school or community leadership role which required public speaking and presentations, and organization of tasks/projects

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Valid California Driver's License
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORK CONDITIONS

The physical and mental demands described below are representative of those that must be met by employees to successfully perform the essential functions of this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to balance, stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects such as records or files typically weighing up to 20 pounds. This position may require immediate response in the event of emergencies or disaster and the ability to work well under stressful circumstances. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

Employee must be able to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; interpret policies and procedures; use math and mathematical reasoning; work under deadlines with interruptions; and interact with District staff, vendors, and the general public.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. There is frequent contact with staff and public and the need to meet multiple demands from several people. The employee will need to drive to District sites, training facilities, community meetings and other locations as needed. The noise level can be moderate to noisy

SUPERVISION FROM: Board of Trustees

EVALUATION BY: Board of Trustees

SALARY RANGE: As per individual contract

PERIOD OF SERVICE: As per individual contract

EDUCATION CODE

35020 Duties of employees set by governing board

35026 Employment of district superintendent by certain districts

35028 Qualifications for employment

35029 Waiver of certification requirement for chief administrative officer of the district

35031 Term of employment (up to four years)

35032 Salary increases

35035 Additional powers and duties of superintendent

48900 Authority of superintendent to recommend suspension or expulsion



LOWELL JOINT SCHOOL DISTRICT TEACHER



DEFINITION

Under direction of the school Principal is responsible for facilitating and environment of learning; through planning, organizing, presenting and evaluating a program of meaningful instruction maximizing the learning potential of each individual student consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Engage students in 21st century learning by connecting students' prior knowledge, life experiences and interests with learning goals using a variety of instructional strategies and resources to respond to students' diverse needs: facilitate learning that promotes autonomy as well as group interactions and choice and engaging students in grappling, critical thinking and other activities that make subject matter meaningful; promote self-directed reflective learning for all students.

Create and maintain an effective environment for student learning: create a physical environment that engages students; establish a climate that promotes fairness and respect; promote social development and group responsibility; establish and maintain standards for student behavior; plan and implement classroom procedures and routines that support student learning; use instructional time efficiently.

Understand and organize matter for student learning: demonstrate knowledge of subject matter content and student development; organize curriculum to support student understanding of subject matter; interrelate ideas and information within and across subject matter areas; develop student understanding through instructional strategies that are appropriate to the subject matter; use materials, resources and technologies to make subject matter accessible to students.

Plan instruction and design learning experiences for all students: draw on and value students' backgrounds, interests and developmental learning needs; establish and articulate goals for student learning, develop and sequence instructional activities and materials for student learning; design short-term and long-term plans to foster student learning; modify/differentiate instructional plans to adjust for student needs.

Assess student learning: establish and communicate learning goals for students; collect and use multiple sources of information /data to assess student learning; involve and guide students in assessing their own learning; use the results of assessments to guide instruction; communicate with students, families and other audiences about student progress.

Develop as a professional educator; reflect on teaching practices and participate in professional development; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assure student progress to meet District standards, and adhere to District goals and priorities.
- Participate in faculty meetings and committees
- Participate in and /or support the sponsorship of pupil activities.
- Perform non-class room supervision when equitable and reasonably assigned.
- Plan and direct the work of volunteers who may assist in the classroom.
- Perform other related duties as assigned

KNOWLEDGE OF

- Current principles, theories, practices, methods and techniques used in curriculum development and classroom instruction
- Classroom procedures and child guidance principals which promote appropriate student conduct and motivation for student learning
- Applicable sections of the State Education Code, the Standards for the Teaching Profession, and other applicable laws
- Research methods and report writing techniques
- Current trends and research concerning the growth and development of children.
- Computer and technology applications utilized in education
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Adapt/differentiate plans to meet different needs, learning rates, and instructional levels of pupils
- Create an instructional program and a classroom environment favorable to learning and personal growth
- Establish effective rapport with pupils
- Motivate pupils to develop skills, attitudes, and knowledge needed to provide a good educational foundation in accordance with each pupil's ability
- Monitor children in classrooms
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Possession of appropriate California Teaching Credential with CLAD emphasis or English
- Language Learner Authorization
- Possession of a Bachelor's Degree or higher from an accredited institution
- Must meet Federal teacher competency, highly qualified teacher requirements under the Elementary and Secondary Education Act (ESEA)

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and /or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in a classroom or instructional environment. Employees in this position may have high level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT



NUTRITION SERVICES SUPERVISOR

Classified Management Salary Schedule

JOB SUMMARY:

Under supervision of the Assistant Superintendent of Administrative Services, this position supervises and coordinates all aspects of food production and distribution of meals and necessary items or goods to school sites from a central kitchen or warehouse. Manages the daily operation of the central kitchen, staff who support food services at the central kitchen and school sites, and assists in the preparation and service of meals.

ESSENTIAL FUNCTIONS:

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

- Monitors and ensures that the operation of the central kitchen and school cafeterias serve meals in compliance with the school nutrition program; meet current Federal/State nutrition standards and meal pattern requirements including children with special needs diets and expected portion control of meals.
- Ensures the central kitchen and school cafeterias maintain compliance with sanitation and recommended safety standards in food preparation, serving storage, cleaning of any equipment and resolves any issues or concerns in this area.
- Supervise and provide guidance for food service staff at the central kitchen and school cafeterias including assigning work and shifts, training food service staff in assigned duties, assisting in the selection and evaluation process of food service staff.
- Orders and inventories food and supplies according to planned menus and meals. Receives and inspects food service deliveries for accuracy and quality assurance. Schedules food service deliveries and distribution of supplies to school cafeterias from the central kitchen or warehouse.
- Prepare daily food production for all food programs at all sites. Participate and assist in planning of menus, maintenance, completing Federal or State food service or facility audits or reports.
- Responsible for skilled preparation of food items on the menu.
- Interprets and reconstructs standardized recipes.
- Responsible for receiving, storing, rotating and care of food supplies and equipment.
- Responsible for preparation and packaging of foods to be used in satellite schools.
- Responsible for scheduling, preparing, and serving food for nutrition break at the intermediate school.
- Requisitions food, supplies, and equipment. Orders food and supplies from approved vendors.
- Prepares and maintains written records on amounts of food planned and served to be used during SNP coordinated reviews.
- Prepares and follows work schedules that promote organized workflow and development of employee skills.
- With assistance from the Assistant Superintendent of Administrative Services or designee provides input or aides in the completion of personnel evaluations of food service staff.
- Maintain accurate records of student accounts. Generate computerized reports upon request.
- Collects and counts money. Prepares cash reports and enters data into sales record keeping.
- Supervises and trains substitutes, volunteers, and staff in the operations of nutrition services for the District.
- Conducts short training sessions to keep employees informed of school events as well as to develop employee knowledge and skills.
- Performs related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Current USDA nutrition standards that apply to meals served in the SNP (School Nutrition Program).
- Importance of the marketplace's influence on food trends and availability and how they relate to menu planning.

- Appropriate system for documenting staff development and training.
- Use of technology as an SNP management tool.
- Use of commodities to manage food costs.
- Principles of Hazard Analysis and Critical Control Point (HACCP) system.
- Principles of preplanning, planning and scheduling food production to maximize efficient use of time and equipment and minimize production challenges.
- Safe use, care and cleaning methods of equipment in the school cafeteria.
- The importance of cross-training to enhance employee productivity and a more efficient workplace
- Procedures involved in ordering, receiving and storing of food services supplies.
- Health and safety rules and regulations that pertain to the operation of a school food service program.
- Methods of assessing the skill level needs of the SNP personnel as well as self-evaluation.

Ability to:

- Follow the menu planning guide and other appropriate USDA resources for SNP when involved with menu planning.
- Create promotional activities that motivate and support student selection of meals that promote good health.
- Prepare reports and keep records making simple arithmetical computations.
- Enforce rules of health, cleanliness, personal habits, and proper clothing to ensure clean and healthy food handlers.
- Operate machines found in a school kitchen, including a POS computer.
- Maintain a safe work environment and follow District procedures for reporting accidents and injuries.
- Maintain appropriate storage areas according to Federal, State and local guidelines.
- Interpret data and sales history of food items for ordering and forecasting production.
- Administer food preference surveys and analyze resulting data.
- Implement methods for increasing productivity and decreasing waste.
- Encourage cooperation between food service staff and teaching staff in promoting higher student participation in lunch, breakfast and other supporting food programs.
- Establish and maintain cooperative and effective working relationships with others.
- Lift and move items weighing up to 25 pounds.

Education/Training/Experience:

Equivalent to completion of high school or General Education Diploma (GED). Minimum of three years experience and/or training in school or institutional food services; completion of Food Safety Manager Certification and California School Nutrition Association (CSNA) courses related to the food service program in public schools. At least one year in a lead or supervisory capacity.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary depending on specific trade and or specialized work assignment.

Physical Demands:

Physical demands of this position include standing for extended periods of time. The employee is required to frequently walk, stand or stoop, bend at the waist and reach at or below the shoulders. Continuously uses hand strength to grasp objects and tools and operate nutrition service equipment. The employee must lift and/or move items weighing up to 25 pounds. These objects include bags of milk or juice, cases of fruit, pans of food, etc. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Employees may use vision to monitor food quality and quantity and may also serve students, order supplies, collect money, etc. Also required are hearing and speaking abilities to exchange information.

Mental Demands:

Employee must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact cooperatively with District staff, students and parents.

Work Environment:

While performing the duties of this job, the employee regularly works in an indoor kitchen environment with exposure to heat from ovens, hot foods and steamers and cleaning chemicals, fumes, equipment, and metal objects. Employees also work around knives, dicers, mixers, slicers and other sharp objects. Work surfaces may be slippery. The noise level in the work environment is usually moderate but may be loud depending on specific work site and/or equipment operation.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

WORK PERIOD:

12 months per year, 5 days per week, 8 hours per day

DRAFT

**LOWELL JOINT SCHOOL DISTRICT
2022/23 CLASSIFIED MANAGEMENT/SUPERVISOR SALARY SCHEDULE**

Effective July 1, 2022, employees shall receive a 3.50% increase to base salary earnings (excluding stipends and other remuneration)

Effective September 1, 2022, New Director's Salary Schedule and New Assistant Director Salary Schedule

Effective November 7, 2022, New Assistant Superintendent Salary Schedule

Effective December 12, 2022, New Maintenance & Operations Supervisor Salary Schedule

Effective March 6, 2023, New Nutrition Services Supervisor Salary Schedule

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Business Services	13,789	14,516	15,279	16,043	16,845	17,687	18,571	19,499
Assistant Superintendent of Administrative Services	13,097	13,752	14,439	15,163	15,921	16,717	17,553	18,430
Director of Educational & Information Technology	12,360	12,552	12,743	12,934	13,126	13,316	13,509	13,705
Director of Fiscal Services	12,360	12,552	12,743	12,934	13,126	13,316	13,509	13,705
Assistant Director of Fiscal Services	9,888	10,042	10,195	10,348	10,501	10,653	10,807	11,348
Bond Contracts and Accounting Compliance Manager	6,736	7,005	7,269	7,574	7,892	8,223	8,560	8,905
Coordinator of Early Childhood Program	9,755	9,939	10,106	10,272	10,457	10,623	10,808	X
Occupational Therapist (11 months)	6,923	7,268	7,633	8,016	8,416	8,838	9,279	9,743

SUPERVISOR POSITIONS

Maintenance & Operations Supervisor	5,100	5,399	5,715	6,050	6,404	6,779	7,176	7,176
Nutrition Services Supervisor	4,636	4,868	5,111	5,367	5,635	5,917	6,213	6,524
Site Supervisor/Teacher - Preschool	3,946	4,144	4,351	4,567	4,797	5,036	X	X

Twelve-month Classified Management employees receive 22 days vacation per year.

LONGEVITY	5 years	10 years	15 years	20 years
	\$4,000	\$5,000	\$6,000	\$7,000

Length of service shall be additionally compensated at the following rate, after completion of:

