



PERSONNEL COMMISSION

Wednesday, August 11, 2021 - 5:30 P.M.
37230 37th Street East,
Palmdale, CA 93550

AGENDA OF REGULAR MEETING

You are invited to Join a Zoom Meeting

When: August 11, 2021 at 5:30 PM Pacific Time
Topic: Regular (Virtual) Meeting of the Personnel Commission - 08/11/2021

Please click the link below to join the webinar:
<https://palmdalesd.zoom.us/j/94547703514>

Or iPhone one-tap:
US: +12133388477,,94547703514#

Or Telephone:
Dial (for higher quality, dial a number based on your current location):
US: +1 213 338 8477

MEETING ID: 945 4770 3514

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL: Mrs. Deneese Thompson, Chairperson
Mr. Dale Speights, Vice Chairperson
Mrs. Kathleen Duren, Commissioner

I. PRELIMINARY BUSINESS

A. Approval of Meeting Minutes – July 14, 2021

ACTION
06-21/22

II. PUBLIC COMMENTS

- A. Comments Concerning Items on the Agenda
- B. Comments from Members of the General Public Regarding Non-Agenda Items

The Personnel Commission is committed to public input and participation in Personnel Commission meetings in a manner that is consistent with guidance provided by our county public health official. Given the current shelter in place order in Los Angeles County, we are making available remote, online participation in order to promote the safety and health of our community. We will not have in person public participation during this period due to the health and safety risks it poses. You may call in to the meeting to provide public comment via Zoom. You can join the Zoom Meeting from a computer, mobile device, or tablet. The Zoom meeting information is above and provided on the district's website for every Personnel Commission meeting agenda, as long as needed during the COVID-19 pandemic.

In compliance with the American with Disabilities Act, if you need special assistance in this meeting, please contact the Personnel Commission office at 661 285 2902. Notification 48 hours prior to the meeting will enable the Commission to make reasonable arrangements to ensure accessibility to this meeting.

As of July 1, 2008, the District is required to make documents (revised or otherwise) distributed to the Personnel Commission within 72 hours of a meeting, simultaneously available for public review, provided such documents are not otherwise exempt from public disclosure. Such documents will be available for public review in the Personnel Commission office.

III. CONSENT AGENDA

Actions proposed for the Consent Agenda are items consistent with adopted rules and regulations of the Personnel Commission and are deemed routine in nature. They will be acted upon in one motion, without discussion, unless members of the Personnel Commission, staff, or a member in the audience requests an items removal. The item will be removed from the motion to approve and will be discussed immediately following the Consent Agenda.

ACTION
07-21/22

- A. Approval of Consent Agenda
 - 1. Ratification of Eligibility Lists
 - 2. Extension of Eligibility Lists
 - 3. Nullification of Eligibility Lists
 - 4. Ratification of Transfers

IV. NEW BUSINESS

ACTION
08-21/22

- A. Approve Essential Functions Job Analysis'
 - 1. Custodian I
 - 2. Custodian II
 - 3. Maintenance Worker II / Maintenance Worker II – Certified
 - 4. Paraeducator-Moderate to Severe
 - 5. Student Interventionist
 - 6. Warehouse Worker/Delivery Driver II

- B. Request for Study of Internal Equity Among Salary Ranges
Secretarial, Clerical and Related Classes

DISCUSSION

V. INFORMATION/COMMENTS

- A. Classified Update
- B. Comments from Director
- C. Comments from Commissioners

VI. RECESS TO CLOSED SESSION

- A. With respect to every item of business to be discussed in closed session, pursuant to Government Code, Section 54957.
 - 1. Confidential/Personnel Matters

VII. RECONVENE TO OPEN SESSION

VIII. REPORT OUT ANY ACTIONS TAKEN IN CLOSED SESSION

- A. With respect to every item of business to be discussed in closed session, pursuant to Government Code, Section 54957.
 - 1. Confidential/Personnel Matters

IX. DATE/TIME OF NEXT PERSONNEL COMMISSION MEETING: September 08, 2021 at 5:30 P.M.

OPEN SESSION ADJOURNMENT _____ P.M

Personnel Commission Meeting
of the
Palmdale School District

Minutes of July 14, 2021 Regular (Virtual) Meeting

Zoom Meeting ID: 913 6935 9331

CALL TO ORDER	Commissioner Thompson, Chairperson, called the meeting to order at 5:30 PM and led the Pledge of Allegiance.
MEMBERS PRESENT	Mrs. Deneese Thompson, Chairperson Mr. Dale Speights, Vice-Chairperson Mrs. Kathleen Duren, Commissioner
STAFF PRESENT	Ms. Mary Theus, Director, Personnel Commission Mrs. Esthefany Iraheta, Administrative Secretary
PRELIMINARY BUSINESS	<p>Approval of Meeting Minutes Commissioner Speights motioned to approve the minutes recorded for the June 09, 2021 regular meeting, with Commissioner Duren providing a second. The motion carried by unanimous vote. <i>Duren-aye; Speights-aye; Thompson-aye</i></p> <p>Approval of Special Meeting Minutes Commissioner Speights motioned to approve the minutes recorded for the June 25, 2021 Special Meeting, with Commissioner Duren providing a second. The motion carried by unanimous vote. <i>Duren-aye; Speights-aye; Thompson-aye</i></p>
PUBLIC COMMENTS CONCERNING AGENDA ITEMS	Solange Henriquez, Director of Classified Personnel, thanked the Commission for considering the proposed salary increase for Noon Duty/Campus Assistant. She noted that the District is aware of the Commission's question as to whether the classification would be incorporated into the CSEA collective bargaining unit. At this time the District is unable to respond as it is outside of its purview. However, the District is representing this classification and believes the salary increase will attract more prospective candidates to apply and retain current employees.
PUBLIC COMMENTS REGARDING NON-AGENDA ITEMS	<p>Astrid Cante, Administrative Secretary, requested the Commission to review the email that was sent regarding the classification studies and comparisons provided to address the inequity in salary ranges for secretarial classes within the Secretarial, Clerical job family. She further requested to place this item on the agenda for the next meeting.</p> <p>Comments were heard from several employees within secretarial classes conveying their support of Astrid Cante's request. Speakers were, Jacqueline Hernandez, Vanessa Ibarra, Elida Tovar, Veronica Rodriguez, Jose Ortiz, and Kandace Herrera.</p>

CONSENT AGENDA

Commissioner Duren motioned to approve the Consent Agenda as presented, with Commissioner Speights providing a second. The motion carried by unanimous vote. *Duren-aye; Speights-aye; Thompson-aye*

NEW BUSINESS

Approval of 2021-2022 Contract Renewal – Shreds Unlimited, Inc.

Commissioner Speights moved to approve the contract renewal, with Commissioner Duren providing a second. The motion carried by unanimous vote. *Duren-aye; Speights-aye; Thompson-aye*

Approval of 2021-2022 Agreement for Legal Services

Fagen Friedman & Fulfrost LLP

Commissioner Speights moved to approve the agreement, with Commissioner Duren providing a second. The motion carried by unanimous vote. *Duren-aye; Speights-aye; Thompson-aye*

UNFINISHED BUSINESS

Approval of Salary Increase for Noon Duty/Campus Assistant

Commissioner Speights moved to approve the proposed salary increase, with Commissioner Duren providing a second. The motion failed by the following vote: *Duren-No; Speights-No; Thompson-No*

INFORMATION/COMMENTS

Classified Update

Ms. Theus distributed the Classified Update and noted that testing has been delayed due to a staffing shortage. The staff have been working hard to fill positions; however, many candidates may not begin work on the first day of school due to receipt of late clearances and/or employment paperwork.

Ms. Theus welcomed everybody back for this new school year, and stated everyone is looking forward to having students and staff back to school.

Comments from Commissioners

Commissioner Duren echoed Ms. Theus' comments and welcomed everyone back. After the year we have had, she is looking forward to a normal start to the school year and hopes that all the students are successful. In addition, she thanked the speakers and conveyed her appreciation of all of the comments.

Commissioner Speights thanked everyone for involving themselves in the process.

Commissioner Thompson echoed all of the comments and is looking forward to spending time at the school sites volunteering once everything is back to normal.

CLOSED SESSION

- A. With respect to every item of business to be discussed in closed session, pursuant to Government Code Section 54957
1. Confidential/Personnel Matters

RECESS TO CLOSED SESSION

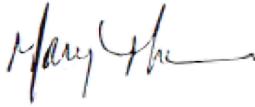
There was no recess to a closed session.

The next regular meeting of the Personnel Commission is scheduled for August 11, 2021 at 5:30 PM in Room 125 at Site 18.

ADJOURNMENT

On a motion by Commissioner Speights and second by Commissioner Duren, with Commissioner Thompson voting yes, the meeting adjourned at 5:48 PM

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Mary Theus". The signature is fluid and cursive, with the first name "Mary" being more prominent than the last name "Theus".

Mary Theus
Director, Personnel Commission

APPROVED:

Deneese Thompson, Chairperson

Dale Speights, Vice Chairperson

Kathleen Duren, Commissioner

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE	August 11, 2021	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	RATIFICATION OF ELIGIBILITY LIST(S)	

STATUS

The testing procedure for establishment of an eligibility list for the classifications on the attached "Classified Recruitment Summary Report" have been completed and the list(s) established as presented.

RECOMMENDATION

It is recommended that the eligibility list(s) for the attached classification(s) be ratified.

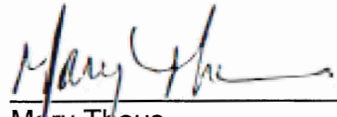
**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
August 11, 2021**

CLASSIFIED RECRUITMENT SUMMARY REPORT

Job Classification	Open Date	Close Date	Written Exam Date	QAI Date	Number of Applicants	Number Passed MQs	Number Passed Written	Passed Performance	Number Passed QAI	Number Eligible	Effective Date	Expiration Date	Merged *Yes/No	Total # of Ranks
Administrative Clerk I	5/24/2021	6/11/2021	7/28-8/3/2021	NA	131	63	16	16	NA	16	8/3/2021	8/2/2022	No	8
Custodian I	5/24/2021	6/11/2021	7/8-7/9/2021	NA	165	46	38	NA	NA	38	7/19/2021	7/18/2022	*Yes	14
Crossing Guard	5/14/2021	6/4/2021	7/8/2021	NA	18	14	7	NA	NA	7	7/16/2021	7/15/2022	No	4
ECE Teacher Assistant	7/10/2020	7/7/2021	7/8/2021	7/13/2021	80	5	2	NA	2	2	7/14/2021	7/13/2022	*Yes	5
Instructional Assistant I	6/2/2021	6/22/2021	7/13 – 7/15/2021	NA	47	38	17	NA	NA	17	7/19/2021	7/18/2022	*Yes	12
Paraeducator-Moderate to Severe (cont.)	3/11/2021	06/30/2021 (cont.)	5/25/2021, 7/6-7/7/2021	7/12/2021	48	21	12	NA	10	10	7/16/2021	7/15/2022	*Yes	12
Technology Support Specialist	4/02/2021	4/23/2021	6/22/2021	6/29/2021	1	1	1	1	1	1	7/23/2021	7/22/2022	*Yes	4

*Only new eligibles have the expiration date of the merged eligibility list; previous eligibles maintain the original expiration date.

This certifies the eligibility list process is complete and in compliance with pertinent Education Codes (merit system) and Personnel Commission Rules and Regulations.



Mary Theus
Director, Personnel Commission

8/05/2021

Date

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE August 11, 2021 REPORT

TO: Personnel Commission X ACTION

FROM: Mary Theus
Director, Personnel Commission

RE: EXTENSION OF ELIGIBILITY LIST(S)

STATUS

The eligibility list(s) for the following classifications still contain(s) a sufficient number of qualified ranks.

Job Classification	Effective Date	Expiration Date	Date Extended
Child Nutrition Manager	09/02/2020	09/01/2021	03/01/2022
Grounds/Utility Maintenance Worker II	03/03/2020	09/02/2021	03/02/2022

RECOMMENDATION

It is recommended that the eligibility list(s) stated above be extended for a period of six months.

MT:eai
07-21/22

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE August 11, 2021 REPORT

TO: Personnel Commission X ACTION

FROM: Mary Theus
Director, Personnel Commission

RE: NULLIFICATION OF ELIGIBILITY LIST(S)

STATUS

The eligibility list(s) for the following classifications have expired or have insufficient ranks remaining.

Job Classification	Effective Date	Expiration Date
Custodian I	08/02/2019	08/01/2021
ECE Teacher Assistant	04/29/2021	04/28/2022
Instructional Assistant I	05/05/2021	05/04/2022
Paraeducator-Moderate to Severe	05/03/2021	05/02/2022
Technology Support Specialist	06/30/2021	06/29/2022

RECOMMENDATION

It is recommended that the eligibility list(s) stated above be nullified.

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE	August 11, 2021	REPORT
TO:	Personnel Commission	<u> X </u> ACTION
FROM:	Mary Theus Director, Personnel Commission	
RE:	RATIFICATION OF TRANSFER(S)	

STATUS

As provided for in the Personnel Commission Rules and Regulations and the Collective Bargaining Agreement, the Personnel Commission shall ratify transfers.

RECOMMENDATION

It is recommended that the Personnel Commission ratify the transfer(s) included as "Change of Status" from the Board Agenda.

Transfers and Reassignments
08/11/2021

	<u>Employee Name</u>	<u>Effective Date</u>	<u>Classification(s)</u>	<u>Comments</u>
a.	Ainsworth, Linda	7/28/2021	Project/Curriculum Center Clerk, from (BS) to (Student Services) 3.5 hrs/10 mo.	Reassignment due to elimination of position Growth position
b.	Alcala, Regina C.	6/17/2021	Custodian I, from (SW) 5.75 hrs/12 mo., to (GP) 8.0 hrs/12mo.	Increase by seniority Replacement for Artemio Mondragon
c.	Armijo, Alma	8/5/2021	Child Nutrition Assistant I, 3.0 hrs/182 days, from (SAGE) to (DR)	Voluntary transfer Replacement for Connie Grose
d.	Arrese Panduro, Dally E.	8/2/2021	Bilingual ECE Teacher Assistant, 5.75 hrs/182 days from (Site 18) to (TW)	Voluntary transfer Replacement for Hilda Watson De Chavez
e.	Barajas, Araceli	3/2/2021	From Health Assistant to Health Assistant-LVN (DC) 8.0 hrs/11 mo.	Reclassification/promotion
f.	Benjamin, Amanda R.	8/5/2021	Child Nutrition Assistant II, 5.75 hrs/182 days, from (MQ) to (TA)	Voluntary transfer Replacement for Rachell Bobber
g.	Bertman, Lisa	8/5/2021	Special Education Instructional Assistant I, 6.5 hrs/182 days, from (DGM) to (BV)	Reassignment due to elimination of position Growth position
h.	Bowen, Kim	7/6/2021	School Secretary, 8.0 hrs/11 mo., from (OT) to split assignment at (OT/First Steps)	Growth position
i.	Castillo, Ana L.	08/05/2021	Parent/Community Liaison, 8.0 hrs/182 days, from (DW) to (PACHS)	Voluntary transfer Growth position
j.	Cruz, Alejandra V.	08/05/2021	From Child Nutrition Assistant I 3.0 hrs/182 days to Child Nutrition Assistant II (MQ) 5.75 hrs/182 days	Promotion Replacement for Amanda Benjamin
k.	Delgado, Cristal	08/05/2021	Paraeducator Moderate to Severe, 7.0 hrs/182 days, from (YN) to (YN)	Reassignment to same site; elimination of position Growth position
l.	Dorado, Miguel	07/26/2021	Custodian I, from (JH) 5.75hrs/12 mo., to (PLP) 8.0 hrs/12 mo.	Increase by seniority Replacement for Kimberly Robles Plascencia
m.	Flores, Concepcion H.	08/05/2021	From Child Nutrition Assistant I (DGM) 3.0 hrs/182 days, to Child Nutrition Assistant II (CA) 5.75 hrs/182 days.	Promotion Replacement for Kelly Johnson

**PALMDALE SCHOOL DISTRICT
PERSONNEL COMMISSION
AGENDA ITEM**

DATE: August 11, 2021 REPORT

TO: Personnel Commission X ACTION

FROM: Mary Theus
Director, Personnel Commission

RE: APPROVAL OF ESSENTIAL JOB FUNCTIONS ANALYSES

BACKGROUND

A primary function of the Personnel Commission is to review job descriptions as well as determine the merit and fitness requirements for classified classifications. The Americans with Disabilities Act (ADA) suggests that physical/mental requirements for the performance of the essential functions for a particular classification be specified in a recommended format.

STATUS

Shaw HR Consulting, an independent contractor providing services to the District, developed Essential Functions Job Analyses ("EFJA") for the following classifications:

Custodian I	Paraeducator-Moderate to Severe
Custodian II	Student Interventionist
Maintenance Worker II / MW II Certified	Technology Support Liaison
	Warehouse Worker/Delivery Driver II

The Personnel Commission previously approved at its January 8, 2020 meeting, the EFJAs for Custodian I and Custodian II. However, the documents approved were condensed versions converted to the ADA Compliant Job Analysis format that is currently used.

EFJAs are developed to assist the District with disability interactive process management and reasonable accommodation facilitation as well as to support classified employees. As the current ADA Compliant Job Analysis documents on record are outdated, the comprehensive versions developed by Shaw HR Consulting will replace the existing versions.

RECOMMENDATION

It is recommended that the Personnel Commission approve the Essential Functions Job Analyses as presented for the referenced classifications.

MT:eai
08-21/22

Essential Functions Job Analysis

CUSTODIAN I

PALMDALE SCHOOL DISTRICT
39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550
ESSENTIAL FUNCTIONS JOB ANALYSIS

Introduction

An essential functions job analysis (EFJA) describes the classification/position and not the work of an individual person. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFJA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFJAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

JOB TITLE	DEPARTMENT / DIVISION
CUSTODIAN I (NIGHT)	VARIOUS SCHOOL SITES

I. Classification/Position Summary:

To perform a variety of duties and responsibilities involved in the cleaning and maintenance at assigned sites; and to keep school grounds clean.

Type of Employment	Full time or part time; Hourly.
Work Hours / Hours per Week	Shifts typically start between 2:00 p.m. and 3:30 p.m. and end between 10:30 p.m. and 12:00 a.m. depending on bell schedule; shifts may vary based on work demands or work sites; incumbents in Head Start assignment typically work 1:00 p.m. to 9:30 p.m.
Days of the Week	Monday through Friday; Saturday possible for special events and deep cleaning
Overtime /Holidays Required	Yes; as assigned and preapproved
Paid / Unpaid Breaks	Two paid 15-minute rest breaks and one 30-minute unpaid duty-free meal period, taken at assigned times, although times may shift based on site needs
Work Pace / Pressure	Fast Pace / Medium Pressure
Position represented by a Collective Bargaining Agreement?	Yes; California School Employees Association (CSEA); Classified

NOTES: This is the entry level class in the Custodian series. This class is distinguished from the Custodian II by the performance of the more routine tasks and duties assigned to positions within the series. Since this class is typically used as a training class, employees may have only limited or no directly related work experience.

Frequency Definitions: **Never** = Does not occur ever, or may not ever occur for some incumbent; **Infrequent** = May occur, but not on a daily basis; **Seldom** = Occurs less than 30 minutes per shift; **Occasional** = Occurs 31 minutes to 2.5 hours per shift; **Frequent** = Occurs 2.6 to 5.5 hours per shift; **Continuous** = Occurs more than 5.6 hours per shift

PALMDALE SCHOOL DISTRICT
 39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550
ESSENTIAL FUNCTIONS JOB ANALYSIS

II. Essential Functions of Classification/Positions:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Job Functions and Duties

Actual assignment hours may vary. This document is based on an 8-hour day and 40 hour per week schedule.

#	Description of Essential Function	Percent of Shift / Notes
1	<p>SECURITY CHECK / INSPECTION: Lock and unlock doors and windows gates; maintain tight security of school property according to established guidelines; observe assigned areas to prevent vandalism; set site security system; report vandalism, safety, sanitary and fire hazards to appropriate authority; report supervisor need for maintenance repairs to appropriate authority; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent monitors and evaluates any safety hazards that may exist at assigned site (i.e. electrical cords in aisles in classrooms, strange odors, bad lighting, temperature variations, etc.) and addresses or reports them as appropriate for further handling; ensures locking of windows, doors and gates each evening; engages alarms; checks for graffiti and/or evidence of vandalism throughout shift; may perform minor graffiti removal; barricades vandalized windows; turn off lights in classrooms/offices and all other locations at completion of cleaning; ensures buildings are maintained in a clean and orderly fashion; picks up trash and ensures site is clean and presentable.</p> <p>It was further clarified that incumbent is responsible for security detail of the campus after hours; communicates with necessary personnel to notify of afterhours emergency; contacts and ensures access to site for community partners in event of fires, vandalism or water breaks, etc.; may be asked to secure vandalized areas on campus (i.e. caution taping off area, etc.) to minimize property damage, equipment loss and potential liability; communicates with alarm company in regards to notify of issues/events; remains on site during emergencies to monitor activities and observe site to ensure safety and protect District assets.</p> <p>Clarification was provided that incumbent may fill in as for a Custodian II during the day and conduct the morning security checks and inspections.</p>	<p>3% to 6% of the shift, concurrent with essential functions #2,5,6,8,9,10,14</p>

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PALMDALE SCHOOL DISTRICT
39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550
ESSENTIAL FUNCTIONS JOB ANALYSIS

#	Description of Essential Function	Percent of Shift / Notes
2	<p>GENERAL CLEANING / CUSTODIAL: Perform routine custodial activities during afternoon and evening hours at an assigned school site or facility; sweep, scrub, dust mop, wax, buff and polish floors; vacuum rugs and carpets in classrooms, offices, multi-purpose rooms and other work areas; spot clean and shampoo carpets; clean classrooms, cafeterias, lounges, offices and other facilities as assigned; spot mop spills and remove gum, graffiti and debris; clean and disinfect drinking fountains assigned and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; clean mirrors, tile and windows; unclog drains and toilets as necessary; clean chalkboards and erasers and empty pencil sharpeners; wash windows and walls; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent participates in cleaning classrooms, offices and other areas of assigned school sites or District facilities; follows a daily cleaning schedule; cleans a variety of locations at assigned sites such as but not limited to classrooms, libraries, store rooms, restrooms, media center, multi-purpose rooms, kitchens, teacher lounge, gymnasiums, locker rooms and public entry as well as use areas such as stairwells, quad areas, lunch shelters, pathways between buildings; may clean gymnasium and locker rooms; degums with solvent and scraper as required; may need to lift chairs onto tables in classrooms; wipes whiteboards; performs high and low dusting; cleans desks, chairs, doors, windowsills, etc.; empty and discard trash; may dust mop/wet mop floors; clean sinks, pencil sharpeners, etc.; cleans drinking fountains, stainless steel, entrance doors and handles; cleans kitchen floor mats.</p> <p>It was further clarified that incumbents complete restroom care by replenishing soap, towel and toilet paper dispensers; performs degumming; performs cleaning and sanitizing floors, ceilings, stalls, partitions, mirrors, walls, toilets, urinals, sinks and fixtures; picks up debris and places in trash receptacles; utilize plunger or auger to unclog sink drains and toilets.</p> <p>Clarification was also provided that incumbents also perform floor care for a variety of flooring surfaces (i.e. carpet, tile, linoleum, etc.) depending on the assigned location(s) on campus; pick up paper and debris off floor; vacuums or dust mops, depending on type of flooring surface; spot cleans carpets daily as required; wet mops tile; utilize backpack vacuum on carpets; clean up spills and uses auto scrubber on large flooring areas if applicable.</p>	<p>50% to 76% of the shift, concurrent with essential functions #1,3,5,6,7,8,9,10,11,14</p>
3	<p>TRASH DUTIES: Empty and clean waste receptacles; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent is responsible for ensuring that all interior and some exterior trash receptacles are emptied as needed; deposits trash bags outside of cleaned areas within buildings; ties off trash bags; replaces trash receptacle liners; washes and sanitizes trash receptacles as necessary; collects bags of trash, utilizing carts or wheeled trash receptacles or hand-carrying trash bags; carries and lifts full trash bags into cart/trash dolly; wheels cart/ trash dolly to dumpster outside of the building and lifts full trash bags individually into dumpster.</p>	<p>12% to 18% of the shift, concurrent with essential functions #1,2,9,10,11,14</p>

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PALMDALE SCHOOL DISTRICT
 39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550
ESSENTIAL FUNCTIONS JOB ANALYSIS

#	Description of Essential Function	Percent of Shift / Notes
4	CONFLICT RESOLUTION: It was clarified in interviews that incumbent may address student behavioral issues if happening in the vicinity of work performed (i.e. misbehavior, picking up witnessed littering, fighting, etc.) at the end of day dismissal or after school events; immediately notifies students' classroom, administrators or other personnel; may verbally attempt to neutralize conflict situations between students; notifies nurse/administration of any witnessed student injuries if still on site; writes statement of incident.	As needed
5	GROUNDKEEPING / SITE SUPPORT: Moving, assembling up and arranging furniture, supplies and equipment in preparing classrooms and multi-purpose rooms for special events, track changes or meetings; replace light bulbs and lighting tubes; dust wash and polish furniture and woodwork and make minor, non-technical repairs as needed; pick up paper, trash and debris around school grounds and in buildings; sweep and clean walkways and entrances; perform related duties as assigned. It was clarified in interviews that incumbent cleans up trash and debris from parking lots, school ground blacktop and playground areas; may lower flag at end of school day; may change marquee sign for upcoming school events; replaces 5-gallon water jugs; delivers curriculum supplies to classrooms; retrieves items thrown on rooftop of school (i.e. balls, shoes, Frisbees, etc.); may assist coworkers with lifting heavy items; transfers items (tables, chairs, desks, cabinets, etc.) between classroom locations; disposes of dead rodents; may set up safety signs, cones and chains in bus or parking areas.	6% to 78% of the shift, concurrent with essential functions #1,2,3,6,8,9,10,14 It is noted that higher frequency of site support will occur during the summer months when moving furniture between classrooms.
6	SPECIAL EVENT PREPARATION: Moving, assembling up and arranging furniture, supplies and equipment in preparing classrooms and multi-purpose rooms for special events, track changes or meetings; perform related duties as assigned. It was clarified in interviews that incumbent sets up rooms for school events, teacher and staff meetings; coordinates outside events such as fundraisers, PTA events, Saturday school, movie nights, interleague sports, etc. for services needed and afterschool programs, etc.; sets up tables and chairs; sets up for school assemblies, plays and other events; ensures clean restrooms for outside events; constructs stages and risers for assemblies, promotions, etc.; cones off areas for parking; set up additional trash cans; sets up podiums, audio visual equipment (i.e. projectors, television, etc.) and speakers, etc.	Zero to 25% of the shift, concurrent with essential functions #1,2,9,10,14

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#	Description of Essential Function	Percent of Shift / Notes
7	<p>SUPPLY REQUISITIONING / RECORDS / REPORTS: Assist in maintaining inventory, ordering and stocking custodial supplies for the assigned site; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent may complete monthly safety sheet checklist; maintains awareness of calendar of events; completes notes for morning work to be performed; completes incident forms; may submit work orders for other departmental maintenance and repairs; may complete pest control log and posts notification 72 hours prior to spraying; may complete log of fire drills and extinguisher checks.</p> <p>It was further clarified in interviews that incumbent performs ongoing visual inventory on custodial supplies to ensure adequate stock; notifies Custodian II of needed supplies in writing or in person; reconciles invoices; receives items delivered to assigned site and moves inventory to designated areas (custodial closet, classroom, offices, etc.) using hand truck or cart; stores supplies in a safe and secure manner; stocks items in appropriate location on shelves; breaks down boxes of items to take individual inventory to restrooms, classrooms, etc.</p>	2% to 6% of shift, concurrent with essential functions #1,2,9,10,11,14
8	<p>REPAIRS / MINOR MAINTENANCE: It was clarified in interviews that incumbent replaces light bulbs; replaces covers of wall outlets and switches; tightens screws on desks/chairs, adjusts height of chairs/desks; braces bookcases and mounts items on walls; oils and greases stuck locks, hinges and cabinet wheels; may make adjustments to shades and blinds; replaces pencil sharpeners; replaces ceiling tiles; addresses plumbing overflows and clogs; removes minor graffiti; may access electrical panels to reset tripped breakers. Incumbent will evaluate the issue and handle it if possible or notify Custodian II to create work order for handling by appropriate department.</p>	Zero to 12% of the shift, as needed
9	<p>EQUIPMENT OPERATION / MAINTENANCE: Operate cleaning equipment such as vacuums, buffer and polisher, scrubbers, and other cleaning equipment as assigned; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent will be responsible to operate a variety of custodial equipment including but not limited to a backpack vacuums, upright automatic buffer/scrubber, carpet shampooer, carpet extractor, floor strippers, wet-dry vacuum, pressure washer, gum remover, doodlebug, mops, brooms, dusters, scrapers, backpack and handheld outdoor blowers; uses small hand tools (i.e. screwdriver, wrenches, etc.) and power drill; may utilize steps tools, extension and A-frame ladders (12-feet); utilize custodial cart; operates multiple two-way radios; utilizes handheld trash grabbers and plungers. Incumbents may also use pallet jacks, hand trucks, carts and dollies to assist in moving furniture, delivering boxes, transporting equipment and audio visual equipment as necessary.</p> <p>Clarification was provided that incumbent assists in ensuring the maintenance, cleanliness and working condition of all custodial equipment; replaces vacuum bags and auto scrubber pads; makes minor repairs or adjustments to equipment; fills batteries with water; informs supervisor of any major repairs needed on equipment.</p>	50% to 88% of the shift, concurrent with essential functions #1,2,3,5,6,7,8,10,14

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#	Description of Essential Function	Percent of Shift / Notes
10	<p>DRIVING: It was clarified in interviews that incumbent may drive personal vehicle to work split shifts or if assigned to the Head Start Program; maintains safety and awareness while driving vehicle in a busy school environment.</p> <p>It was further clarified in interviews that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, remain nimble and prepared, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy, urban environment filled with pedestrians, skateboarders, bicyclists, etc.</p>	Zero to 18% of the shift, concurrent with essential functions #6,14
11	<p>COMMUNICATION / COLLABORATION: It was clarified in interviews that incumbent proactively responds to requests and complaints regarding custodial work via phone and in person; communicates with coworkers, students, teachers, maintenance personnel, external agency professionals, as well as cross functionally with other District employees in the course of work; notifies appropriate staff and/or public safety of afterhours emergency situations; contacts alarm company regarding alarm situations; maintains positive and safe work environment; encourages a team approach; help provide solutions to remove barriers; represents the District professionally in words, appearance and actions.</p>	100% of the shift, concurrent with all other essential functions
12	<p>DEEP CLEANING / RESTORATION: It was clarified in interviews that incumbent will participate in major cleaning projects that include, but are not limited to, power washing all exterior ground surfaces, concrete; performing deep carpet cleaning; moving heavy furniture to access areas behind and between; cleaning under roll-away cabinets; relocating furniture as required; scraping gum off of floors, carpets, desks and tables; washing interior walls; washing screens and kitchen vents; baseboards; changing light bulbs; replacing ceiling tiles; steam cleaning furniture; deep cleaning eating areas; refinishing floors (stripping, waxing and refinishing, etc.); deep cleaning and power washing restrooms; washing windows inside and out.</p>	Zero to 100% of the shift, during student-free periods such as summer, winter and spring breaks
13	<p>MEETINGS / TRAININGS: It was clarified in interviews that incumbent may participate in short assignment meetings with crew members at the beginning of the night shift; participates in informal meetings with supervisor as needed to discuss operational details; attends OSHA trainings and any other trainings required by the District (i.e. MSDS (Material Safety Data Sheets), illness prevention, safe ladder usage, child abuse, sexual harassment, etc.); attends custodial training twice each year to cover safety, equipment, handling chemicals, changing procedures, etc.; attends led and asbestos training; participates in online trainings; may attend meetings and trainings for emergency procedures and drill execution; attends AB 1432 – California School Personnel Mandated Reporter Training.</p>	As needed; two mandatory 2-4-hour meetings/trainings annually
14	<p>MENTORING / TRAINING: It was clarified in interviews that incumbent provides hands-on training of proper procedures, equipment and chemicals while partnering in cleaning activities, example setting, etc. with new custodians and substitutes; reviews completed work for accuracy, completeness and compliance with established standards and procedures each morning.</p>	Up to 100% of the shift, concurrent with all other essential functions

III. No Marginal/Non-essential Job Functions / Duties

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IV. Physical Demands:

Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Weight Bearing				
Weight Bearing <i>(standing & walking)</i>	Continuous	2.5 Hours	1,2,3,4,5,6,7,8,9,11,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Cleaning; dusting; sweeping; restroom upkeep; mopping; removing graffiti; cleaning windows; cleaning tables; unlocking doors; cleaning blinds; special event set ups, break downs and monitoring; speaking with coworkers; beginning of night shift meeting; pulling out full trash bags and replacing liner; changing marquee sign; vacuuming and using custodial equipment; buffing floors; picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies
Standing	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7,8,9,11,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Cleaning; dusting; sweeping; restroom upkeep; mopping; removing graffiti; cleaning windows; cleaning tables; unlocking doors; cleaning blinds; special event set ups, break downs and monitoring; using cleaning equipment; speaking with coworkers; beginning of night shift meeting; pulling out full trash bags and replacing liner; changing marquee sign
Walking	Frequent to Continuous	10 Minutes	1,2,3,4,5,6,7,8,9,11,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Performing cleaning activities; vacuuming and using custodial equipment; buffing floors; sweeping; mopping; dusting; picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies; emptying trash

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Walking <i>on uneven terrain</i>	Seldom to Occasional	10 Minutes	1,2,3,4,5,6,7,8,9,11,12,14	Picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies. School grounds differ depending on assignment. Outdoor surfaces can include slopes, concrete, asphalt, grass, wood chips, sand, construction areas, tree roots, etc. Indoor surfaces can include tile, carpet, linoleum and potentially slippery surfaces.
Running	Never*	N/A	N/A	*Emergencies only responding to an alarm or lock-down.
Jumping	Never	N/A	N/A	N/A
Climbing <i>ladder, stairs, stools</i>	Seldom	Seconds	1,2,5,6,7,8,9,12,14	Using step stool/ladder to change light bulbs and clean fixtures; dusting high vents; deep cleaning activities; using stairs; cleaning windows or blinds; retrieving balls from rooftops; climbing ladders (6 to 12 foot); clearing hazards from outside locations such as roofs, etc.; climbing stairs, ramps, hills and slopes
Balancing <i>above ground</i>	Seldom to Occasional	5 Minutes	1,2,5,6,7,8,9,12,14	Using step stool/ladder to change light bulbs and clean fixtures; high dusting; accessing vents; deep cleaning activities; using stairs; cleaning windows or blinds; standing on rooftop; climbing ladders
Bending <i>at the waist</i>	Occasional to Frequent	1 Minute at a time, repetitively throughout shift	1,2,3,4,5,6,7,8,9,12,14	Vacuuming and cleaning activities; mopping; sweeping; sanitizing behind toilets; scrubbing floors; plug/unplug equipment; loading and unloading supplies; picking up tools; performing repairs; conducting equipment maintenance; performing dusting and cleaning of table tops and low surfaces; pulling out full trash bags and replacing liner; cleaning kitchen mats. Bends will include repetitive deep bends for seconds at a time and sustained slight bends for up to 1 minute at a time.

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Twisting at waist <i>side to side</i>	Occasional to Frequent	Up to 30 Minutes, repetitively	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Vacuuming and cleaning activities; sweeping; buffing floors; arranging furniture; most floor care duties; trash duties; moving chairs and setting up rooms; dusting; performing equipment repairs or maintenance; unloading supplies; supply/inventory duties; cleaning tabletops; window cleaning; pulling out full trash bags and replacing liner; observing meal period and other special events; inspection/security duties; changing marquee sign; cleaning kitchen mats
Stooping <i>slight bend at knees</i>	Seldom to Occasional	1 Minute	1,2,3,4,5,6,7,8,9,12,14	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; retrieving dropped items; cleaning baseboards; picking up trash; cleaning kitchen mats
Squatting	Seldom to Occasional	1 Minute	1,2,3,4,5,6,7,8,9,12,14	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; spot cleaning carpet stains; retrieving dropped items; cleaning baseboards; picking up trash; cleaning kitchen mats
Seated / Non-Weight Bearing				
Sitting	Infrequent to Occasional	10 Minutes 2 Hours (meetings and trainings)	2,7,8,9,10,11,12,13,14	Driving; conducting minor repairs; conducting equipment maintenance; completing paperwork; attending meetings and trainings; cleaning on low surfaces.
Driving	Infrequent to Occasional	20 Minutes	6,10	Driving personal vehicle site to site; attending meetings and trainings
Kneeling <i>one or both knees</i>	Seldom to Occasional	2 Hours	1,2,3,4,5,6,7,8,11,14	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; detailing furniture; applying floor stripper; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; spot cleaning carpet stains; retrieving dropped items; cleaning baseboards; picking up trash; under cabinets

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Crawling <i>on hands and knees</i>	Infrequent to Seldom	Seconds	2,6,8,12	Crawling underneath furniture and equipment to clean; spot cleaning carpets; degumming; conducting minor repairs and maintenance
Lying Down <i>back, side or stomach</i>	Infrequent to Seldom	5 Minutes	6,8,12	Conducting under desk or chair repairs
Arm Movement				
Pushing	Occasional to Continuous	Up to 30 Minutes, Intermittently	1,2,3,4,5,6,7,8,9,12,14	Vacuuming; buffing; moving furniture; moving cleaning equipment; mopping; sweeping; using mop bucket; opening/closing drawers; opening/closing doors and gates; using cart for delivery of supplies; moving custodial cart or hand truck/tilt cart; sliding inventory into place on shelves; pushing trash cans on dolly; stripping and waxing the floor; changing marquee sign
Pulling	Occasional to Continuous	Up to 30 Minutes, Intermittently	1,2,3,4,5,6,7,8,9,12,14	Vacuuming; buffing; moving furniture; moving cleaning equipment; mopping; sweeping; using gates/fences; using mop bucket; opening/closing drawers; opening/closing doors and gates; using cart for delivery of supplies; moving custodial cart or hand truck/tilt cart; sliding inventory into place on shelves; pulling trash cans on dolly; stripping and waxing floor; changing marquee sign
Reaching – above shoulder level	Seldom to Occasional	5 Minutes	1,2,3,5,6,7,8,12,14	High dusting; cleaning whiteboards; changing light bulbs; replacing ceiling tiles; lifting trash into dumpster; washing windows; lifting/pushing up ceiling tiles; deep cleaning duties; graffiti removal; signaling to coworkers; inventory duties/stocking shelves; retrieving supplies from high shelves; cleaning bathroom mirrors; putting on backpack vacuum; changing marquee sign
Reaching – at shoulder level	Occasional	5 Minutes	1,2,3,4,5,6,7,8,9,10,11,12,14	Cleaning windows and doors; bathroom cleaning; wiping book cases; dusting; cleaning counter tops; replenishing supplies; cleaning whiteboards; cleaning mirrors; removing full trash bags; replacing trash can liners; deep cleaning duties; retrieving supplies; using certain cleaning equipment; groundskeeping duties; restocking paper towels

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples	
Reaching – below shoulder level	Frequent to Continuous	2.5 Hours	1,2,3,4,5,6,7,8,9,10,11,12, 14	Pulling out full trash bags and replacing liner; cleaning windows; trash pick-up; using trash grabber; bathroom cleaning; wiping book cases; dusting; cleaning counter tops; moving custodial cart; replenishing supplies; cleaning whiteboards; cleaning mirrors; removing full trash bags; replacing trash can liners; deep cleaning duties; delivering and retrieving school supplies; using cleaning equipment such as vacuum, carpet extractor, buffer, etc.; driving; completing logs; computer work	
Steering	Occasional to Frequent	60 Minutes	2,3,7,9,10,12,14	Using cleaning equipment such as vacuum, sweeper, scrubber, buffer; steering custodial/tilt cart, dolly, trash barrels on dolly; driving	
Neck Movement					
Extension of the neck <i>looking upward</i>	Occasional	5 Minutes	1,2,3,5,6,7,8,12,14	Higher height cleaning activities; high whiteboards; window cleaning; graffiti removal; inspection/security evaluations; high dusting; retrieving supplies; deep cleaning duties; changing light bulbs; replacing ceiling tiles; changing marquee sign ; climbing ladders; retrieving items from roof or trees	
Flexion of the neck <i>looking downward</i>	Occasional to Continuous	30 Minutes	1,2,3,4,5,6,7,8,9,10,11,12, 14	Dusting; floor care; moving furniture; use of tools/equipment; emptying trash; de-gumming; graffiti removal; scrubbing floors and baseboards; sanitizing behind toilets; operating blower and power washer; restroom cleaning; paper and soap refills; driving; texting on cell phone; work order reviews	
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds, Repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Inspecting campus and rooms for cleaning needs; performing inspection/security checks; special event set-up; cleaning equipment usage; conducting repairs; cleaning activities; changing marquee sign	
Hand Activities					
Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Fine Manipulation	Occasional to Frequent	Occasional to Frequent	5 Minutes	1,2,3,5,6,7,8, 9,12,13,14	Opening trash can liners; writing on checklist and reviewing paperwork; opening materials and supplies; operating small tools; performing minor repairs; operating 2-way radio controls; using cell phone; operating electronic keypads; picking up trash with grabber; signing off on deliveries; feather duster; operating alarm; changing marquee sign; installing tetherballs, nets; pouring liquid
Keyboarding / Typing	Infrequent to Seldom	Infrequent to Seldom	Seconds	13	Online trainings
Simple Grasp	Occasional to Continuous	Occasional to Frequent	Up to 30 Minutes, Repetitively	1,2,3,5,6,7,8, 9,12,13,14	Pulling out full trash bags and replacing liner; using hand tools; flashlight; reloading dispensers in restrooms; using pens and pencils; picking up trash; holding cleaning supplies and rags; dusting; performing minor repairs; using light chemicals or cleaning supplies; filling soap dispensers; driving flatbed truck; putting away inventory/stock
Up & Down Flexion of Wrist	Occasional to Frequent	Occasional	2 Minutes, Repetitively	1,2,3,5,6,7,8, 9,10,12,14	Pulling out full trash bags and replacing liner; cleaning duties such as dusting, mopping, etc.; moving and stacking chairs and furniture; trash can liner installation; wiping walls and table tops; wringing out rags; using spray bottles; using mop bucket wringer; graffiti removal/clean-up
Side to Side Motion of Wrist	Occasional to Frequent	Occasional	2 Minutes, Repetitively	1,2,3,5,6,7,8, 9,10,12,14	Pulling out full trash bags and replacing liner; cleaning duties such as dusting, mopping, etc.; wiping surfaces; glass cleaning; wiping window ledges, sinks, counter tops; sliding windows; handwriting
Turning / Rotation of Wrist or Hand	Seldom to Occasional	Infrequent to Seldom	Seconds	1,2,3,5,6,7,8, 9,10,12,14	Turning keys, doorknobs; locking & unlocking doors and windows; using small hand tools (i.e. wrench, pliers); using mop bucket wringer; twisting window locks
Gross Manipulation	Occasional to Frequent	Occasional to Frequent	10 Minutes, Repetitively	2,3,4,5,6,7,8, 9,12,14	Using cleaning materials; operating buffer, scrubber, vacuum, etc.; inventory duties; retrieving materials or supplies; using the carpet extractor; wringing out mops and rags; using hand tools; emptying trash; using broom; moving desks and furniture; handling supply deliveries; moving boxes; replacing 5-gallon water bottles

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Powerful Grasp/ Tight Grasp	Occasional to Frequent	Occasional to Frequent	10 Minutes, Repetitively	2,3,4,5,6,7,8, 9,12,14	Using mop, floor buffer, scrubber, stripper, ladders, dolly, hand cart; moving furniture, chairs, desks; emptying trash/lifting into dumpster; delivery of supplies; replacing 5-gallon water bottles. Several pieces of custodial equipment require extended tight grasp to operate safely and efficiently.

V. Lift/Carry Weight Requirements:

Weight Lifted (lbs.)	Frequency (Range)	Height Lifted	Distance Carried	Notes/Examples	Functions Affected
1 to 10	Occasional to Frequent	Above Shoulder	100 Yards	Cleaning supplies; small hand tools; trash; brooms; keys; 2-way radio/cell phone; spray bottles with solution; dust pans; classroom items; empty mop buckets; toilet paper and supplies broken out of a box; gallon of cleaner (8#); newspapers & magazines; trash grabber; broom and bucket; light bulbs; hand held blower; audio/visual equipment; backpack vacuum	1,2,3,5,6,7,8, 9,10,12,14
11 to 25	Occasional to Frequent	To Shoulder	10 Yards	Buckets of chemicals; mop buckets (25# partially filled); vacuum and other custodial equipment; trash bags and recycle bins; smaller furniture; empty custodial cart (16#); backpack blower (17#); box of trash can liners (10#); box of folded paper towels (21#); empty mop bucket (22#); trash; tables, chairs and furniture; box of paper (20#); 6-8' ladders; safety signs, cones and barricades	1,2,3,5,6,7,8,9, 12,14
26 to 50	Seldom to Occasional	To Waist	3 Yards	Food trash bags; furniture; full mop buckets; standard bottle of chemicals (individual 8#, case 32#); box of bath tissue (33#); box of toilet seat covers (27#); extension ladder (35#); mop bucket with mop and ½ full of water (39#); buffer (40#); box of large trash can liners (49#); floor fan/dryer (32#); 5 gallon bucket chemicals or floor wax (50#); 5 gallon water bottles (44#); empty wet/dry vacuum; box of textbooks; box of copy paper; building stages/risers; converting tables to benches; boxes of one gallon containers (48#); fiberglass ladders; box of folded or rolls of paper towels (30-42#)	1,2,4,5,6,8,12, 14
51 to 75	Infrequent to	Below Waist	1 Yard	Furniture; desks/chairs; full bags of meal period	2,3,4,6,7,9,12,

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	Seldom			trash or full of books; boxes of classroom supplies; box of copy paper (52#)	14
75 plus	Infrequent to Seldom	Below Waist	1 Yard	Large tables; filing cabinets; desks; bookshelves; stacks of chairs; full trash end of year curriculum being dumped into dumpster; large trash cans; buffer and extractor (88#); extractor (full of water/shampoo can weigh upwards of 100#)	2,3,4,6,7,9,12, 14

NOTES: According to the job description, incumbent must be able to perform constant carrying, lifting, pushing and pulling of moderately heavy objects up to a maximum of 75 pounds.

VI. Equipment or Machinery Operated:

Item Description	Frequency of Use	Item Description	Frequency of Use
Custodial Cart	Occasional to Frequent	Floor stripper, scrubber, buffer, wet/dry vacuum, carpet extractor, gum remover, etc.	Infrequent to Frequent
Upright/Backpack vacuum	Occasional to Frequent	Office supplies (i.e. pens/pencils, ruler, stapler, etc.)	Seldom
Power washer / compressor	Infrequent to Frequent	Outdoor backpack/ hand held blower	Infrequent to Seldom
Dolly/hand truck	Infrequent to Occasional	Ladders (up to 12 foot) / step stool	Infrequent to Occasional
Small hand tools (screwdriver, wrenches, drill, etc.)	Infrequent to Seldom	2-way radio/cell phone	Infrequent to Seldom
Personal vehicle	Infrequent to Occasional	Mops / brooms / dusters / scrapers	Occasional to Frequent
Wet-dry vacuum	Infrequent to Seldom	Trash grabber	Infrequent to Occasional

VII. Environmental Exposures:

Brief Description: Work is performed in and around District office and various school campuses. Work can be performed outdoors on the playground, campus grounds, parking lot, entry way, etc. Incumbent will be exposed to outdoor weather conditions and may work in inclement weather. Outdoor surfaces may include gravel, asphalt, dirt, grass and cement, uneven pavement, slippery ground, tree roots, etc. Work is also be performed in climate-controlled school buildings at District school sites. Indoor flooring may consist of linoleum, carpet or tile; incumbent may encounter regular ambient noise.

Work Environment/ Situations/Exposures	Frequency of Exposures	Example of Environment / Exposure
Indoors	Frequent to Continuous	Cleaning activities may be performed within classrooms, administrative offices, restrooms, libraries, etc.; stock rooms; teacher lounge; gymnasiums; locker rooms

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Outdoors	Seldom to Frequent	Walking around campus; trash pick-up; security/facility inspections; sweeping/blowing walkways; cleaning windows; dumping trash; removal of trash/debris; power washing
Contact with Customers, End Users, General Public	Seldom to Frequent	Administrative staff; students; parents; teachers; co-workers; campus supervisor; general public
Smells/Scents – e.g., fragrances, synthetic odors, toiletries, food smells	Frequent to Continuous	Regular exposure to fumes, dust and odors; restroom odors; cleaning agents; food odors; trash odors; kitchen odors; perfumes/colognes; bodily odors; two-stroke fuel; grass clippings; cleaning solutions/solvents; bus/car exhaust
Traffic – e.g., to be in traffic to perform an essential function	Seldom to Occasional	Traffic control and monitoring drive way for buses; setting up signs and safety cones in bus area; working in parking lot; dumping trash; driving between sites if assigned
Extreme Changes in temperature, humidity, or moisture	Infrequent to Seldom	Buildings are climate-controlled; temperatures in Palmdale, CA can reach over 100 degrees or approach freezing level. Incumbent will work outdoors in inclement weather conditions.
Fumes/smoke – e.g., chemicals, exhaust, vapor	Seldom to Occasional	Regular exposure to fumes, dust and odors; non-toxic cleaning agents; car/bus exhaust
Excessive Noise – e.g. large crowds, sirens, machinery	Occasional to Frequent	Custodial equipment such as vacuums, buffer, extractor, fans, etc.; power washer; carpet shampooer; backpack blower; monitoring special events; emergency sirens; PA announcements; school bells
Working at heights – e.g., scaffolding, ladders	Infrequent to Frequent	Use of ladders (up to 12 foot); step stools; stairs and ramps; accessing roofs
Lighting – e.g., fluorescent, natural, direct sunlight	Continuous	Fluorescent lights indoors; direct or indirect sunlight outdoors
Working with Biohazards – e.g., body fluids, blood	Occasional to Frequent	Bodily fluids from students and others; cleaning restrooms and other site locations; potential exposure to blood, vomit, urine, feces and other bodily fluids
Dust, Wind, and/or Pollen	Occasional to Frequent	Dusting; open windows in offices or classrooms; outdoor work; blowing activities; emptying vacuum bag. Higher exposure levels occur on deep cleaning days when excessive dust exists throughout majority of the shift.
Vibration – e.g., power tools, jackhammer	Frequent	Custodial equipment such as blowers, vacuum, buffer, shampooer/extractor, fans, etc.; pushing custodial/tilt cart over uneven ground; pressure washer; compressor
Toxic Substances – e.g., corrosives, carcinogens, poisons	Seldom to Occasional	Contact with disinfectant cleaning agents and chemicals (pre-diluted and ones requiring measuring/mixing); equipment fuel; working around fertilizers/pesticides in the course of work
Electrical Hazards – e.g., live electrical wires	Infrequent to Seldom	Incumbent will not perform electrical repairs with live wires; replacing light bulbs; plugging/unplugging equipment; may access control panels to reset tripped breaker
Explosive Hazards – e.g., bomb threats, chemicals	Never	N/A
Confined Spaces – e.g., attics, manholes	Never	N/A
Mechanical Hazards – e.g., running machinery, conveyor belt	Occasional	Custodial equipment such as blowers, vacuum, buffer, shampooer/extractor, fans, etc.

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Near / With Heavy Machinery – e.g., tractor, forklift	Never	N/A
Other – e.g., unique aspects of work environment	Never	N/A

VIII. Communication / Sensory Demands:

Sensory Demand / Method	Frequency (Range)	Functions Affected	Notes/ Examples
Smell: Ability to sense odors, to make an assessment / judgment of a situation e.g. smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals.	Occasional	1,2,3,5,6,8,9,10,12,14	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; gas leaks; assess cleaning needs; assess biohazard clean-up requirements; electrical shorts
Sight: Ability to distinguish objects e.g. to work safely in open areas with obstacles, to operate electric golf carts, machinery or equipment, avoid stationary objects, deduce space and apply spatial reasoning.	Continuous	1,2,3,4,5,6,7,8,9,10,11,12,13,14	See in the normal visual range with or without correction; vision sufficient to read computer screens, printed documents and product labels; to operate equipment safely; assess cleanliness of areas; assess needs for cleaning; driving flatbed truck; watching for students/teachers; conducting custodial duties
Hearing: Ability to actively listen; oral comprehension, to perceive and react to sonic communication or noise e.g. to receive instruction, to communicate via radio, cell phone or telephone.	Seldom to Occasional	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Hear in the normal audio range with or without correction; exposure to noise; diagnose improper functioning of equipment; safety awareness at assigned site; receive directions; receiving two-way radio/cell phone calls; conversing with students and teachers
Speaking: Ability to orally communicate information and ideas verbally so others will understand e.g. to verbally engage with customer base, to give instruction, to advise, to warn or to instruct.	Seldom to Occasional	1,2,3,4,5,6,7,8,9,11,12,13,14	Responding to phone calls and two-way radio; clearly communicate task status; actively engage with coworkers and team members; clearly giving instructions; conversing with students and teachers about procedures; calling for assistance in emergency situation; alarm company

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Reading: Ability to understand written sentences and paragraphs in work related documents and related materials e.g. labels, equipment safety instructions, manuals, work orders.	Seldom to Occasional	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Printed material; computer data; handwritten notes and messages; cleaning supply directions; order forms; cell phone texts; directions; product labels; cleaning and special event schedule; inspection checklists
Writing: Ability to communicate by way of written materials, to communicate information and ideas in writing, to document e.g. work orders, noting files, signing off on documents, create letters.	Seldom to Occasional	1,2,6,7,11,12,13,14	Handwriting; memorandums; notes; inspection checklists; supply lists; incident reports
Math: Ability to understand and apply mathematics, to compute / rationalize a series of numeric variables to come to an accurate conclusion e.g. measuring materials, estimating project cost, time management.	Seldom to Occasional	1,2,3,7,10,12,14	Simple calculations on product dilution; supply need calculations; estimates; counting; measuring liquid cleaning supplies; ounces to gallons conversion; diluting chemicals; time management

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that incumbent is provided with the following: nitrile, latex, rubber and leather gloves; dust/particle masks; eye goggles; non-slip safety shoes; rain gear and boots. First aid kits are made available to incumbent and fire extinguishers are readily available throughout all facilities.

X. Required Qualifications:

Education/Training/Experience:	Any combination equivalent to: graduation from high school and sufficient training and experience to perform the knowledge and abilities listed above. Some school custodial experience is desirable.
Knowledge Of:	Basic methods, materials, tools and equipment used in custodial work; proper methods of storing equipment, materials and supplies; proper lifting techniques; safe work practices; basic handling hazardous materials.
Ability To:	Perform custodial activities at an assigned school site or facility to maintain buildings and adjacent grounds areas in a clean, orderly and secure condition; learn requirements of maintaining District buildings in a safe, clean and orderly condition; use cleaning materials, equipment and methods according to predetermined standards; learn appropriate safety precautions and procedures; inspect and assure the security of facilities during assigned shift; maintain tools and equipment signed in clean working order; perform minor non-technical repairs; observe and report need for maintenance and repair; understand and follow oral and written directions; meet schedules and timelines; communicate effectively with those contacted during the course of work; establish and maintain cooperative working relationships with those contacted in the course of work.
Licenses/Certificates:	Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance.
Work Environment:	Indoor and outdoor environment, subject to seasonal heat and cold or adverse weather conditions. Regular exposure to fumes, dust and odors. Heavy physical labor. Walking or standing for extended periods of time. Lifting, carrying, pushing, pulling or moving heavy objects. Reaching overhead, above the shoulders and horizontally. Bending at the waist, kneeling or crouching. Climbing ladders to replace light

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	bulbs. Seeing to perform custodial work. Exposure to cleaning chemicals. Working around and with machinery with moving parts. Working at heights.
Supervision Received and Exercised:	Receives immediate supervision from the Principal, and/or Director/Assistant Director of Maintenance and Operations. Receives direction from lead Custodian.

XI. Work Functions / Functional Manifestations:

Mental / Psychological Demand	Required (Yes / No)	Functions Affected	Notes / Example
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.



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SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to negotiate with, instruct or supervise people; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading.
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XII. Participants:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Job Title	Signature	Date
Louie Jimenez	Custodian I		10-13-17
Susana Stillo	Assistant Director of Maintenance and Operations		10-13-17

XIII. Methods of Gathering Information:

Observation of Duties: NO	Referred to an Existing Job Description: YES	Interview of Participants: YES; 9/25/17
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In order to develop this Essential Functions Job Analysis, the Consultant noted below objectively gathered information which was identified and contributed by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFJA:
Ryan Long, Consultant Essential Function Job Analysis Development Shaw HR Consulting, Inc. 107 N. Reino Road # 414 Newbury Park, CA 91320 Phone: 805.498.9400 Fax: 805.464.3535 ryan@shawhrconsulting.com

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Essential Functions Job Analysis

CUSTODIAN II

PALMDALE SCHOOL DISTRICT
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ESSENTIAL FUNCTIONS JOB ANALYSIS

Introduction

An essential functions job analysis (EFJA) describes the classification/position and not the work of an individual person. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFJA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFJAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

JOB TITLE	DEPARTMENT / DIVISION
CUSTODIAN II (DAY)	VARIOUS SCHOOL SITES

I. Classification/Position Summary:

Under the direction of the site administrator, perform clean custodial activities during a day or assigned night shift at a school site or facility; maintain buildings, office space, floors and adjacent grounds areas in a clean, orderly, and secure condition; may serve in a lead capacity.

Type of Employment	Full time; Hourly
Work Hours / Hours per Week	Shifts typically start between 6:00 a.m. and 7:30 a.m. and end between 2:30 p.m. and 4:00 p.m. depending on bell schedule; shifts may vary based on work demands or work sites
Days of the Week	Monday through Friday; Saturday possible for special events and deep cleaning
Overtime /Holidays Required	Yes; as assigned and preapproved
Paid / Unpaid Breaks	Two paid 15-minute rest breaks and one 30-minute unpaid duty-free meal period, taken at assigned times, although times may shift based on site needs
Work Pace / Pressure	Fast Pace / Medium Pressure
Position represented by a Collective Bargaining Agreement?	Yes; California School Employees Association (CSEA); Classified

NOTES: Custodian II incumbents perform custodial activities at an assigned school site during a day shift and may serve in a lead capacity. Some positions in this classification are assigned to work as a crew. Custodian I incumbents perform custodial activities at an assigned school during an evening shift.

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ESSENTIAL FUNCTIONS JOB ANALYSIS

II. Essential Functions of Classification/Positions:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Job Functions and Duties

Actual assignment hours may vary. This document is based on an 8-hour day and 40 hour per week schedule.

#	Description of Essential Function	Percent of Shift / Notes
1	<p>LEAD DUTIES: May serve in a lead capacity during an assigned day or evening shift; communicate with District and site administrators related to safety issues and the care, cleaning and maintenance of a school facility; prioritize and participate in scheduling assignments; maintain records of work performed; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent provides work direction and guidance to assigned custodial staff; informs evening staff of additional duties, special events and changes; may assign by type of work or area to be completed; may write instructions to crew for work needed in addition to weekly schedule; receives work orders and/or emergency calls requiring immediate attention; assists with addressing situation and/or assigning staff to conduct the work.</p> <p>It was further clarified that incumbent provides hands-on training of proper procedures, equipment and chemicals while partnering in cleaning activities, example setting, etc. with custodians new to the site; evaluates any adjustments or changes that need to be made to assignments or approach; reviews completed work for accuracy, completeness and compliance with established standards and procedures each morning; places work orders for further handling by other departments (i.e. graffiti painting, building repairs, playground hazards, etc.).</p> <p>Incumbent serves as first point of contact in the morning for all custodial issues following completion of night shift staff.</p>	100% of the shift, concurrent with all other essential functions

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#	Description of Essential Function	Percent of Shift / Notes
2	<p>SECURITY CHECK / INSPECTION: Lock and unlock doors and gates as appropriate; maintain security of school property according to established guidelines; observe assigned areas to prevent vandalism; assure safety of hazards at assigned site; report vandalism, safety, sanitary and fire hazards to appropriate authority; report need for maintenance repairs to appropriate authority; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent conducts inspection walk around campus for safety and security concerns at the beginning of each shift; monitors and evaluates any safety hazards that may exist at assigned site (i.e. electrical cords in aisles in classrooms, strange odors, bad lighting, temperature variations, damaged playground equipment, trip hazards, etc.) and addresses or reports them as appropriate for further handling; unlock doors and gates each morning; disengage alarms; check for graffiti and/or evidence of break-ins at the beginning of each shift; removes minor graffiti and those containing vulgarity or gang relations; barricades vandalized windows; takes pictures of graffiti and vandalism; turns off lights in classrooms/offices and all other locations when unused; inspects rooms for missing items if door is unlocked; ensure buildings are maintained in a clean and orderly fashion; picks up trash and ensures entry way clean and presentable; completes monthly equipment inspections; conducts monthly safety and fire extinguisher inspections.</p> <p>It was further clarified that after hours vandalism is reported by incumbent to Police Department or supervisor for repair or further handling; may be asked to secure vandalized areas on campus (i.e. caution taping off area, etc.) to minimize property damage, equipment loss and potential liability; may need to interact with police about what was witnessed and provide input as needed.</p> <p>Clarification was provided that incumbent is responsible for security detail of the campus; escorts registered guests to desired location; may escort teachers to vehicle; participates in executing emergency response duties and drills (i.e. lock-downs, site clean-up, etc.) as required or requested; communicates with alarm company in regards to notify of issues/events; ensures access to site for community partners in event of fires, vandalism or other natural disasters/emergencies; ensures staff are knowledgeable of location and operation of gas and water shut off valves; remains on site during emergencies to monitor activities and observe site to ensure safety and protect District assets.</p>	<p>6% to 18% of the shift, concurrent with essential functions #1,3,6,7,9,10,11</p>

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#	Description of Essential Function	Percent of Shift / Notes
3	<p>GENERAL CLEANING / CUSTODIAL: Perform custodial activities at an assigned District school site or facility; sweep, scrub, dust mop, wax, buff and polish floors; maintain gymnasium wood floors; vacuum rugs and carpets in classrooms, offices, multi-purpose rooms and other work areas; spot clean and shampoo carpets and rugs; clean upholstery; clean classrooms, cafeterias, lounges, offices and other facilities as assigned; empty and clean waste receptacles; spot mop spills and remove gum, graffiti and debris; clean and disinfect drinking fountains and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; clean mirrors, tile and windows; unclog drains and toilets as necessary; clean chalkboards and erasers and empty pencil sharpeners; wash windows and walls; respond to emergency cleanups such as spills; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbents assist in participating in cleaning classrooms according to checklist and other areas of assigned school sites or District facilities during the day shift as possible; follows a daily cleaning schedule; assist with cleaning a variety of locations if needed at assigned sites such as but not limited to classrooms, libraries, store rooms, restrooms, media center, multi-purpose rooms, kitchens, teacher lounge and public entry as well as use areas such as stairwells, quad areas, lunch shelters, pathways between buildings; may clean gymnasium and locker rooms; may need to lift chairs onto tables in classrooms; wipe whiteboards; perform high and low dusting; cleans desks, chairs, doors, windowsills, etc.; may wash windows inside and out if needed; empty and discard trash; may dust mop/wet mop floors; clean sinks, pencil sharpeners, etc.; cleans drinking fountains, stainless steel, entrance doors and handles; completes classroom checklist for assigned areas.</p> <p>It was further clarified that incumbent completes restroom checks throughout shift by replenishing soap, towel and toilet paper dispensers; performs degumming; may clean and sanitize floors, ceilings, stalls, partitions, mirrors, walls, toilets, urinals, sinks and fixtures; picks up debris and places in trash receptacles; utilizes plunger or auger to unclog sink drains and toilets.</p> <p>Clarification was also provided that incumbent also may need to perform floor care for a variety of flooring surfaces (i.e. carpet, tile, linoleum, etc.) depending on the assigned location(s) on campus; picks up paper and debris off floor; vacuums or dust mops, depending on type of flooring surface; spot cleans carpets daily as required; wet mops tile; utilizes backpack vacuum on carpets.</p>	<p>25% to 62% of the shift, concurrent with essential functions #1,2,4,6,7,8,9,10,11,12</p>

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#	Description of Essential Function	Percent of Shift / Notes
4	<p>TRASH DUTIES / MEAL PERIODS: Clean lunch areas following lunch and recess periods; empty trash cans and clean tables and surrounding area; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent is responsible for trash duties and cleaning of eating areas during and after meal periods; ensures interior and exterior trash receptacles are emptied as needed throughout shift; sets up and removes additional trash cans during meal periods and snack bar areas; ties off trash bags; replaces trash receptacle liners; may hose down or pressure washes grounds; may participate in assisting students with proper separation of food waste and recyclables; sets out trash barrels and empties trash multiple times during meal periods; delivers trash to dumpster utilizing carts or wheeled trash receptacles; wheels cart/ trash dolly to outside dumpster and lifts full trash bags individually into dumpster.</p>	<p>30% to 50% of the shift, concurrent with essential functions #1,3,10,11,12</p>
5	<p>CONFLICT RESOLUTION: It was clarified in interviews that incumbent may address student behavioral issues if happening in the vicinity of work performed (i.e. misbehavior, picking up witnessed littering, fighting, etc.); immediately notifies students' classroom, administrators or other personnel; verbally attempts to neutralize conflict situations between students; notifies nurse/administration and may assist with any student injuries; performs crowd control to evacuate area; writes statement of incident.</p>	<p>As needed</p>
6	<p>GROUNDKEEPING / SITE SUPPORT: Raise and lower school flags; moving, assembling, and arranging furniture, supplies and equipment in preparing classrooms and multi-purpose rooms for special events, track changes and adjust or move furniture for staff, as requested; pick up paper, trash and debris around school grounds and in buildings; sweep and clean walkways and entrances; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent cleans up trash and debris from parking lots, school ground blacktop and playground areas; blows trash and debris into piles for collection; notifies of any playground equipment safety issues; raises flag each day; changes marquee sign for upcoming school events; replaces 5-gallon water jugs; delivers curriculum supplies to classrooms; retrieves items thrown on rooftop of school (i.e. balls, shoes, Frisbees, etc.); assists coworkers with lifting heavy items; transfers items (tables, chairs, desks, cabinets, etc.) between classroom locations; may test wheelchair lift monthly; may set up PE equipment, volleyball nets, tetherballs, etc.; disposes of dead rodents; rakes and sweeps wood chips around play equipment; sets up safety signs, cones and chains in bus or parking areas; moves furniture, desks, chairs, etc. from classroom to classroom as requested.</p>	<p>18% to 78% of the shift, concurrent with essential functions #1,2,3,7,9,10,11</p> <p>It is noted that higher frequency of site support will occur during the summer months when moving furniture between classrooms.</p>

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#	Description of Essential Function	Percent of Shift / Notes
7	<p>SPECIAL EVENT PREPARATION: Moving, assembling, and arranging furniture, supplies and equipment in preparing classrooms and multi-purpose rooms for special events, track changes and adjust or move furniture for staff, as requested; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent sets up rooms for school events, teacher and staff meetings; coordinates outside events such as fundraisers, PTA events, Saturday school, movie nights, interleague sports, etc. for services needed and afterschool programs, etc.; sets up tables and chairs; sets up for school assemblies, plays and other events; ensures clean restrooms for outside events; constructs stages and risers for assemblies, promotions, etc.; cones off areas for parking; sets up additional trash cans; sets up podiums, audio visual equipment (i.e. projectors, television, etc.) and speakers, etc.</p>	Zero to 25% of the shift, concurrent with essential functions #1,2,3,10,11
8	<p>SUPPLY REQUISITIONING / RECORDS / REPORTS: Maintaining an inventory custodial supplies and equipment and maintain related records; requisition and store supplies, parts, materials and equipment as necessary; evaluate and test new products; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent completes monthly safety sheet checklist; maintains awareness of calendar of events; completes monthly playground equipment inspection reports; submits work orders for other departmental maintenance and repairs; completes pest control log and posts notification 72 hours prior to spraying; completes log of fire drills and extinguisher checks.</p> <p>It was further clarified in interviews that incumbent performs ongoing visual inventory on custodial supplies to ensure adequate stock; submits orders as needed; orders needed supplies in advance for special events and deep cleaning; submits work orders of custodial supplies to administration; reconciles invoices; receives items delivered to assigned site and moves inventory to designated areas (custodial closet, classroom, offices, etc.) using hand truck or cart; stores supplies in a safe and secure manner; stocks items in appropriate location on shelves; breaks down boxes of items to take individual inventory to restrooms, classrooms, etc.</p>	2% to 6% of shift, concurrent with essential functions #1,3,10,11,12
9	<p>REPAIRS / MINOR MAINTENANCE: Make repairs to carpet and tile as necessary; replace light bulbs and lighting tubes; dust and polish furniture and woodwork and make minor, non-technical repairs as needed; prepare work orders for major repairs; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent replaces light bulbs; replaces covers of wall outlets and switches; tightens screws on desks/chairs, adjusts height of chairs/desks; braces bookcases and mounts items on walls; oils and greases stuck locks, hinges and cabinet wheels; may make adjustments to shades and blinds; replaces pencil sharpeners; replaces ceiling tiles; addresses plumbing overflows and clogs; removes minor graffiti; may access electrical panels to reset tripped breakers. Incumbent will evaluate the issue and handle it if possible or create work order for handling by appropriate department.</p>	Zero to 18% of the shift, as needed

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#	Description of Essential Function	Percent of Shift / Notes
10	<p>EQUIPMENT OPERATION / MAINTENANCE: Operate cleaning equipment such as vacuums, buffer and polisher, scrubbers, and other cleaning equipment as assigned; mix and apply various cleaning chemicals; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent will be responsible to operate a variety of custodial equipment including but not limited to a backpack vacuums, upright automatic buffer/scrubber, carpet shampooer, carpet extractor, floor strippers, wet-dry vacuum, pressure washer, gum remover, doodlebug, mops, brooms, dusters, scrapers, backpack and handheld outdoor blowers; uses small hand tools (i.e. screwdriver, wrenches, etc.) and power drill; may utilize steps tools, extension and A-frame ladders (12-feet); utilize custodial cart; operates multiple two-way radios; utilizes handheld trash grabbers and plungers. Incumbents may also use pallet jacks, hand trucks, carts and dollies to assist in moving furniture, delivering boxes, transporting equipment and audio visual equipment as necessary.</p> <p>Clarification was provided that incumbent assists in ensuring the maintenance, cleanliness and working condition of all custodial equipment; replaces vacuum bags and auto scrubber pads; makes minor repairs or adjustments to equipment; fuels blowers; fills batteries with water; informs supervisor of any major repairs needed on equipment.</p>	<p>Up to 75% of the shift, concurrent with essential functions #1,2,3,4,6,7,8,9,11</p>
11	<p>DRIVING: It was clarified in interviews that incumbent may drive personal vehicle to work split shifts; maintains safety and awareness while driving vehicle in a busy school environment.</p> <p>It was further clarified in interviews that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, remain nimble and prepared, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy, urban environment filled with pedestrians, skateboarders, bicyclists, etc.</p>	<p>Zero to 6% of the shift, concurrent with essential functions #1,3,4,7,8,10</p>
12	<p>COMMUNICATION / COLLABORATION: It was clarified in interviews that incumbent proactively responds to requests and complaints regarding custodial work via radio, phone and in person; communicates with coworkers, students, teachers, maintenance personnel, external agency professionals, as well as cross functionally with other District employees in the course of work; communicates with site visitors regarding visit; collaborates with appropriate staff and/or public safety for emergency situations; contacts alarm company regarding alarm situations; maintains positive and safe work environment; encourages a team approach; help provide solutions to remove barriers; represents the District professionally in words, appearance and actions.</p>	<p>100% of the shift, concurrent with all other essential functions</p>

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#	Description of Essential Function	Percent of Shift / Notes
13	DEEP CLEANING / RESTORATION: It was clarified in interviews that incumbent will participate in major cleaning projects that include, but are not limited to, power washing all exterior ground surfaces, concrete; performing deep carpet cleaning; moving heavy furniture to access areas behind and between; cleaning under cabinets; relocating furniture as required; scraping gum off of floors, carpets, desks and tables; washing interior walls; washing screens and kitchen vents; baseboards; changing light bulbs; replacing ceiling tiles; steam cleaning furniture; deep cleaning eating areas; refinishing floors (stripping, waxing and refinishing, etc.); deep cleaning and power washing restrooms; washing windows inside and out.	Zero to 100% of the shift, during student-free periods such as summer, winter and spring breaks
14	MEETINGS / TRAININGS: It was clarified in interviews that incumbent may participate in short assignment meetings with crew members at the beginning of the night shift; participates in informal meetings with supervisor as needed to discuss operational details; attends monthly safety meeting as part of the Safety Committee; attends OSHA trainings and any other trainings required by the District (i.e. MSDS (Material Safety Data Sheets), illness prevention, safe ladder usage, child abuse, sexual harassment, etc.); attends custodial training twice each year to cover safety, equipment, handling chemicals, changing procedures, etc.; attends led and asbestos training; participates in online trainings; may attend meetings and trainings for emergency procedures and drill execution; attends AB 1432 – California School Personnel Mandated Reporter Training.	As needed; two mandatory 2-4-hour meetings/trainings annually

III. No Marginal/Non-essential Job Functions / Duties

IV. Physical Demands:

Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Weight Bearing				
Weight Bearing (standing & walking)	Continuous	2.5 Hours	1,2,3,4,5,6,7,8,9,10,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Cleaning; dusting; sweeping; restroom upkeep; mopping; removing graffiti; cleaning windows; cleaning tables; unlocking doors; cleaning blinds; special event set ups, break downs and monitoring; speaking with coworkers; beginning of night shift meeting; pulling out full trash bags and replacing liner; changing marquee sign; vacuuming and using custodial equipment; buffing floors; picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies; conducting emergency drills

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Standing	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7,8,9,10,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Cleaning; dusting; sweeping; restroom upkeep; mopping; removing graffiti; cleaning windows; cleaning tables; unlocking doors; cleaning blinds; special event set ups, break downs and monitoring; using cleaning equipment; speaking with coworkers; beginning of night shift meeting; pulling out full trash bags and replacing liner; changing marquee sign
Walking	Frequent to Continuous	20 Minutes	1,2,3,4,5,6,7,8,9,10,12,13, 14	Incumbent will perform up to 7.5 hours per day on his/her feet walking or standing, performing custodial duties. Performing cleaning activities; vacuuming and using custodial equipment; buffing floors; sweeping; mopping; dusting; picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies; emptying trash; conducting emergency drills
Walking <i>on uneven terrain</i>	Occasional to Frequent	20 Minutes	1,2,3,4,5,6,7,8,9,10,12,13	Picking up trash; blowing grounds; moving from classroom to classroom; moving furniture, supplies and equipment; retrieving supplies; performing security inspections; receiving and storing supplies; conducting emergency drills. School grounds differ depending on assignment. Outdoor surfaces can include slopes, concrete, asphalt, grass, wood chips, sand, construction areas, tree roots, etc. Indoor surfaces can include tile, carpet, linoleum and potentially slippery surfaces.
Running	Never*	N/A	N/A	*Emergencies only responding to an alarm, earthquake or lock-down.
Jumping	Never	N/A	N/A	N/A
Climbing <i>ladder, stairs, stools</i>	Seldom to Occasional	Seconds	2,3,6,7,8,9,10,13	Using step stool/ladder to change light bulbs and clean fixtures; dusting high vents; deep cleaning activities; using stairs; cleaning windows or blinds; retrieving balls from rooftops; climbing ladders (6 to 12 foot); clearing hazards from outside locations such as roofs, etc.; climbing stairs, ramps, hills and slopes

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Balancing <i>above ground</i>	Seldom to Occasional	5 Minutes	2,3,6,7,8,9,10,13	Using step stool/ladder to change light bulbs and clean fixtures; high dusting; accessing vents; deep cleaning activities; using stairs; cleaning windows or blinds; standing on rooftop; climbing ladders
Bending <i>at the waist</i>	Occasional to Frequent	1 Minute at a time, repetitively throughout shift	2,3,4,5,6,7,8,9,10,13	Vacuuming and cleaning activities; mopping; sweeping; sanitizing behind toilets; scrubbing floors; plug/unplug equipment; loading and unloading supplies; picking up tools; performing repairs; conducting equipment maintenance; performing dusting and cleaning of table tops and low surfaces; pulling out full trash bags and replacing liner; cleaning kitchen mats. Bends will include repetitive deep bends for seconds at a time and sustained slight bends for up to 1 minute at a time.
Twisting at waist <i>side to side</i>	Occasional to Frequent	Up to 30 Minutes, repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Vacuuming and cleaning activities; sweeping; buffing floors; arranging furniture; most floor care duties; trash duties; moving chairs and setting up rooms; dusting; performing equipment repairs or maintenance; unloading supplies; supply/inventory duties; cleaning tabletops; window cleaning; pulling out full trash bags and replacing liner; observing meal period and other special events; inspection/security duties; changing marquee sign; cleaning kitchen mats
Stooping <i>slight bend at knees</i>	Seldom to Occasional	1 Minute	2,3,4,5,6,7,8,9,10,13	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; retrieving dropped items; cleaning baseboards; picking up trash; cleaning kitchen mats
Squatting	Seldom to Occasional	1 Minute	2,3,4,5,6,7,8,9,10,13	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; spot cleaning carpet stains; retrieving dropped items; cleaning baseboards; picking up trash; cleaning kitchen mats
Seated / Non-Weight Bearing				

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Sitting	Infrequent to Occasional	30 Minutes 2 Hours (meetings and trainings)	1,3,8,9,10,11,12,13,14	Driving; conducting minor repairs; conducting equipment maintenance; completing paperwork; attending meetings and trainings; cleaning on low surfaces; completing work orders; ordering supplies.
Driving	Infrequent to Seldom	10 Minutes	3,4,8,10,11	Driving personal vehicle site to site; attending meetings and trainings
Kneeling <i>one or both knees</i>	Seldom to Occasional	2 Hours	2,3,4,5,6,7,8,9,10,13	Bathroom cleaning (e.g. cleaning under the sinks, urinals, commodes, cleaning the walls, baseboards, cleaning the pipes under the sinks); cleaning front of water fountain; detailing furniture; applying floor stripper; degumming; conducting minor repairs; plugging/unplugging cords; inventory duties; picking up debris; spot cleaning carpet stains; retrieving dropped items; cleaning baseboards; picking up trash; under cabinets
Crawling <i>on hands and knees</i>	Infrequent to Seldom	Seconds	2,3,7,9,13	Crawling underneath furniture and equipment to clean; spot cleaning carpets; degumming; conducting minor repairs and maintenance
Lying Down <i>back, side or stomach</i>	Infrequent to Seldom	5 Minutes	7,9,13	Conducting under desk or chair repairs
Arm Movement				
Pushing	Occasional to Continuous	Up to 60 Minutes, Intermittently	2,3,4,5,6,7,8,9,10,13	Vacuuming; buffing; moving furniture; moving cleaning equipment; mopping; sweeping; using mop bucket; opening/closing drawers; opening/closing doors and gates; using cart for delivery of supplies; moving custodial cart or hand truck/tilt cart; sliding inventory into place on shelves; pushing trash cans on dolly; stripping and waxing the floor; changing marquee sign
Pulling	Occasional to Continuous	Up to 60 Minutes, Intermittently	2,3,4,5,6,7,8,9,10,13	Vacuuming; buffing; moving furniture; moving cleaning equipment; mopping; sweeping; using gates/fences; using mop bucket; opening/closing drawers; opening/closing doors and gates; using cart for delivery of supplies; moving custodial cart or hand truck/tilt cart; sliding inventory into place on shelves; pulling trash cans on dolly; stripping and waxing floor; changing marquee sign

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Reaching – above shoulder level	Seldom to Occasional	5 Minutes	2,3,4,6,7,8,9,13	High dusting; cleaning whiteboards; changing light bulbs; replacing ceiling tiles; lifting trash into dumpster; washing windows; lifting/pushing up ceiling tiles; deep cleaning duties; graffiti removal; signaling to coworkers; inventory duties/stocking shelves; retrieving supplies from high shelves; cleaning bathroom mirrors; putting on backpack vacuum; changing marquee sign
Reaching – at shoulder level	Occasional	5 Minutes	1,2,3,4,5,6,7,8,9,10,11,12, 13	Cleaning windows and doors; bathroom cleaning; wiping book cases; dusting; cleaning counter tops; replenishing supplies; cleaning whiteboards; cleaning mirrors; removing full trash bags; replacing trash can liners; deep cleaning duties; retrieving supplies; using certain cleaning equipment; groundskeeping duties; restocking paper towels
Reaching – below shoulder level	Frequent to Continuous	2.5 Hours	1,2,3,4,5,6,7,8,9,10,11,12, 13	Pulling out full trash bags and replacing liner; cleaning windows; trash pick-up; using trash grabber; bathroom cleaning; wiping book cases; dusting; cleaning counter tops; moving custodial cart; replenishing supplies; cleaning whiteboards; cleaning mirrors; removing full trash bags; replacing trash can liners; deep cleaning duties; delivering and retrieving school supplies; using cleaning equipment such as vacuum, carpet extractor, buffer, etc.; driving; completing logs; computer work
Steering	Occasional to Frequent	20 Minutes	3,4,8,10,11,13	Using cleaning equipment such as vacuum, sweeper, scrubber, buffer; steering custodial/tilt cart, dolly, trash barrels on dolly; driving
Neck Movement				
Extension of the neck <i>looking upward</i>	Occasional	5 Minutes	2,3,4,6,7,8,9,13	Higher height cleaning activities; high whiteboards; window cleaning; graffiti removal; inspection/security evaluations; high dusting; retrieving supplies; deep cleaning duties; changing light bulbs; replacing ceiling tiles; changing marquee sign ; climbing ladders; retrieving items from roof or trees

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Flexion of the neck <i>looking downward</i>	Occasional to Continuous	30 Minutes	1,2,3,4,5,6,7,8,9,10,11,12,13	Dusting; floor care; moving furniture; use of tools/equipment; emptying trash; de-gumming; graffiti removal; scrubbing floors and baseboards; sanitizing behind toilets; operating blower and power washer; restroom cleaning; paper and soap refills; driving; texting on cell phone; work order reviews
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds, Repetitively	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Inspecting campus and rooms for cleaning needs; performing inspection/security checks; special event set-up; cleaning equipment usage; conducting repairs; cleaning activities; changing marquee sign

Hand Activities

Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Fine Manipulation	Occasional to Frequent	Occasional to Frequent	5 Minutes	1,2,3,4,6,7,8,9,10,13,14	Opening trash can liners; writing on checklist and reviewing paperwork; opening materials and supplies; operating small tools; performing minor repairs; operating 2-way radio controls; using cell phone; operating electronic keypads; picking up trash with grabber; signing off on deliveries; feather duster; operating alarm; changing marquee sign; installing tetherballs, nets; pouring liquid
Keyboarding / Typing	Seldom	Seldom	5 Minutes	7,14	Online trainings; utilizing email; completing work orders
Simple Grasp	Occasional to Continuous	Occasional to Frequent	Up to 30 Minutes, Repetitively	1,2,3,4,6,7,8,9,10,13,14	Pulling out full trash bags and replacing liner; using hand tools; flashlight; reloading dispensers in restrooms; using pens and pencils; picking up trash; holding cleaning supplies and rags; dusting; performing minor repairs; using light chemicals or cleaning supplies; filling soap dispensers; driving flatbed truck; putting away inventory/stock
Up & Down Flexion of Wrist	Occasional to Frequent	Occasional	2 Minutes, Repetitively	2,3,4,6,7,8,9,10,11,13	Pulling out full trash bags and replacing liner; cleaning duties such as dusting, mopping, etc.; moving and stacking chairs and furniture; trash can liner installation; wiping walls and table tops; wringing out rags; using spray bottles; using mop bucket wringer; graffiti removal/clean-up

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Side to Side Motion of Wrist	Occasional to Frequent	Occasional	2 Minutes, Repetitively	2,3,4,6,7,8, 9,10,11,13	Pulling out full trash bags and replacing liner; cleaning duties such as dusting, mopping, etc.; wiping surfaces; glass cleaning; wiping window ledges, sinks, counter tops; sliding windows; handwriting
Turning / Rotation of Wrist or Hand	Seldom to Occasional	Infrequent to Seldom	Seconds	2,3,4,6,7,8, 9,10,11,13	Turning keys, doorknobs; locking & unlocking doors and windows; using small hand tools (i.e. wrench, pliers); using mop bucket wringer; twisting window locks
Gross Manipulation	Occasional to Frequent	Occasional to Frequent	10 Minutes, Repetitively	3,4,5,6,7,8,9, 10,13	Using cleaning materials; operating buffer, scrubber, vacuum, etc.; inventory duties; retrieving materials or supplies; using the carpet extractor; wringing out mops and rags; using hand tools; emptying trash; using broom; moving desks and furniture; handling supply deliveries; moving boxes; replacing 5-gallon water bottles
Powerful Grasp/ Tight Grasp	Occasional to Frequent	Occasional to Frequent	10 Minutes, Repetitively	3,4,5,6,7,8,9, 10,13	Using mop, floor buffer, scrubber, stripper, ladders, dolly, hand cart; moving furniture, chairs, desks; emptying trash/lifting into dumpster; delivery of supplies; replacing 5-gallon water bottles. Several pieces of custodial equipment require extended tight grasp to operate safely and efficiently.

V. Lift/Carry Weight Requirements:

Weight Lifted (lbs.)	Frequency (Range)	Height Lifted	Distance Carried	Notes/Examples	Functions Affected
1 to 10	Occasional to Frequent	Above Shoulder	100 Yards	Cleaning supplies; small hand tools; trash; brooms; keys; 2-way radio/cell phone; spray bottles with solution; dust pans; classroom items; empty mop buckets; toilet paper and supplies broken out of a box; gallon of cleaner (8#); newspapers & magazines; trash grabber; broom and bucket; light bulbs; sports equipment; hand held blower; audio/visual equipment; backpack vacuum	1,2,3,4,6,7,8, 9,10,11,13
11 to 25	Occasional to Frequent	To Shoulder	10 Yards	Buckets of chemicals; mop buckets (25# partially filled); vacuum and other custodial equipment; trash bags and recycle bins; smaller furniture; empty custodial cart (16#); backpack blower (17#); box of trash can liners (10-20#); empty mop bucket (22#); trash; tables, chairs and	2,3,4,6,7,8,9,10, 13

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				furniture; box of paper (20#); 6' ladders; safety signs, cones and barricades;	
26 to 50	Seldom to Occasional	To Waist	3 Yards	Food trash bags; furniture; full mop buckets; standard bottle of chemicals (individual 8#, case 32#); box of bath tissue (33#); box of toilet seat covers (27#); extension ladder (35#); mop bucket with mop and ½ full of water (39#); buffer (40#); box of large trash can liners (49#); floor fan/dryer (32#); 5 gallon bucket chemicals or floor wax (50#); 5 gallon water bottles (44#); empty wet/dry vacuum; box of textbooks; building stages/risers; converting tables to benches; boxes of one gallon containers (48#); fiberglass ladders; box of folded or rolls of paper towels (30-42#)	3,4,6,7,8,10,13
51 to 75	Infrequent to Seldom	Below Waist	1 Yard	Furniture; desks/chairs; full bags of meal period trash or full of books; boxes of classroom supplies; box of copy paper (52#)	3,4,5,7,8,10,13
75 plus	Infrequent to Seldom	Below Waist	1 Yard	Large tables; filing cabinets; desks; bookshelves; stacks of chairs; full trash eating area bags being dumped into dumpster; large trash cans; buffer and extractor (88#); extractor (full of water/shampoo can weigh upwards of 100#)	3,4,5,7,10,13
NOTES: According to the job description, incumbent must be able to perform constant carrying, lifting, pushing and pulling of moderately heavy objects up to a maximum of 75 pounds.					

VI. Equipment or Machinery Operated:

Item Description	Frequency of Use	Item Description	Frequency of Use
Custodial Cart	Seldom to Occasional	Floor stripper, scrubber, buffer, wet/dry vacuum, carpet extractor, gum remover, etc.	Infrequent to Frequent
Upright/Backpack vacuum	Seldom to Occasional	Office supplies (i.e. pens/pencils, ruler, stapler, etc.)	Seldom
Power washer / compressor	Infrequent to Frequent	Outdoor backpack/hand held blower	Infrequent to Occasional
Dolly/hand truck	Infrequent to Occasional	Ladders (up to 12 foot) / step stool	Infrequent to Occasional
Small hand tools (screwdriver, wrenches, drill, etc.)	Infrequent to Occasional	2-way radio/cell phone	Occasional
Personal vehicle	Infrequent to Seldom	Mops / brooms / dusters / scrapers	Occasional to Frequent
Wet-dry vacuum	Infrequent to Seldom	Trash grabber	Infrequent to Occasional

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VII. Environmental Exposures:

Brief Description: Work is performed in and around various school campuses. Work can be performed outdoors on the playground, campus grounds, parking lot, entry way, etc. Incumbent will be exposed to outdoor weather conditions and may work in inclement weather. Outdoor surfaces may include gravel, asphalt, dirt, grass and cement, uneven pavement, slippery ground, tree roots, etc. Work is also be performed in climate-controlled school buildings at District school sites. Indoor flooring may consist of linoleum, carpet or tile; incumbent may encounter regular ambient noise.

Work Environment/ Situations/Exposures	Frequency of Exposures	Example of Environment / Exposure
Indoors	Occasional to Continuous	Cleaning activities may be performed within classrooms, administrative offices, restrooms, libraries, etc.; stock rooms; teacher lounge; gymnasiums; locker rooms
Outdoors	Occasional to Frequent	Walking around campus; trash pick-up; security/facility inspections; sweeping/blowing walkways; cleaning windows; dumping trash; removal of trash/debris; power washing; meal period duties
Contact with Customers, End Users, General Public	Frequent	Administrative staff; students; parents; teachers; co-workers; campus supervisor; general public
Smells/Scents – e.g., fragrances, synthetic odors, toiletries, food smells	Frequent to Continuous	Regular exposure to fumes, dust and odors; restroom odors; cleaning agents; food odors; trash odors; kitchen odors; perfumes/colognes; bodily odors; two-stroke fuel; grass clippings; cleaning solutions/solvents; bus/car exhaust; cigarette smoke in restroom
Traffic – e.g., to be in traffic to perform an essential function	Seldom to Occasional	Traffic control and monitoring drive way for buses; setting up signs and safety cones in bus area; working in parking lot; dumping trash; driving between sites if assigned
Extreme Changes in temperature, humidity, or moisture	Infrequent to Occasional	Buildings are climate-controlled; temperatures in Palmdale, CA can reach over 100 degrees or approach freezing level. Incumbent will work outdoors in inclement weather conditions. May clean walk-in refrigerators and freezers
Fumes/smoke – e.g., chemicals, exhaust, vapor	Seldom to Occasional	Regular exposure to fumes, dust and odors; non-toxic cleaning agents; car/bus exhaust
Excessive Noise – e.g. large crowds, sirens, machinery	Occasional to Frequent	Custodial equipment such as vacuums, buffer, extractor, fans, etc.; power washer; carpet shampooer; backpack blower; eating areas during meals; monitoring special events; emergency sirens; PA announcements; school bells
Working at heights – e.g., scaffolding, ladders	Infrequent to Occasional	Use of ladders (up to 12 foot); step stools; stairs and ramps; accessing roofs
Lighting – e.g., fluorescent, natural, direct sunlight	Continuous	Fluorescent lights indoors; direct or indirect sunlight outdoors
Working with Biohazards – e.g., body fluids, blood	Occasional	Bodily fluids from students and others; cleaning restrooms and other site locations; potential exposure to blood, vomit, urine, feces and other bodily fluids
Dust, Wind, and/or Pollen	Occasional to Frequent	Dusting; open windows in offices or classrooms; outdoor work; blowing activities; emptying vacuum bag. Higher exposure levels occur on deep cleaning days when excessive dust exists throughout majority of the shift.

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Vibration – e.g., power tools, jackhammer	Occasional to Frequent	Custodial equipment such as blowers, vacuum, buffer, shampooer/extractor, fans, etc.; pushing custodial/tilt cart over uneven ground; pressure washer; compressor
Toxic Substances – e.g., corrosives, carcinogens, poisons	Seldom to Occasional	Contact with disinfectant cleaning agents and chemicals (pre-diluted and ones requiring measuring/mixing); equipment fuel; working around fertilizers/pesticides in the course of work
Electrical Hazards – e.g., live electrical wires	Infrequent to Seldom	Incumbent will not perform electrical repairs with live wires; replacing light bulbs; plugging/unplugging equipment; may access control panels to reset tripped breaker
Explosive Hazards – e.g., bomb threats, chemicals	Infrequent to Seldom	Gasoline
Confined Spaces – e.g., attics, manholes	Never	N/A
Mechanical Hazards – e.g., running machinery, conveyor belt	Occasional	Custodial equipment such as blowers, vacuum, buffer, shampooer/extractor, fans, etc.
Near / With Heavy Machinery – e.g., tractor, forklift	Never	N/A
Other – e.g., unique aspects of work environment	Never	N/A

VIII. Communication / Sensory Demands:

Sensory Demand / Method	Frequency (Range)	Functions Affected	Notes/ Examples
Smell: Ability to sense odors, to make an assessment / judgment of a situation e.g. smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals.	Occasional	2,3,4,6,7,9,10,11,13	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; gas leaks; assess cleaning needs; assess biohazard clean-up requirements; electrical shorts
Sight: Ability to distinguish objects e.g. to work safely in open areas with obstacles, to operate electric golf carts, machinery or equipment, avoid stationary objects, deduce space and apply spatial reasoning.	Continuous	1,2,3,4,5,6,7,8,9,10,11,12,13,14	See in the normal visual range with or without correction; vision sufficient to read computer screens, printed documents and product labels; to operate equipment safely; assess cleanliness of areas; assess needs for cleaning; safety inspections of equipment and grounds; driving flatbed truck; watching for students/teachers; conducting custodial duties

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Hearing: Ability to actively listen; oral comprehension, to perceive and react to sonic communication or noise e.g. to receive instruction, to communicate via radio, cell phone or telephone.	Frequent	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Hear in the normal audio range with or without correction; exposure to noise; diagnose improper functioning of equipment; safety awareness at assigned site; receive directions; receiving two-way radio/cell phone calls; conversing with students and teachers
Speaking: Ability to orally communicate information and ideas verbally so others will understand e.g. to verbally engage with customer base, to give instruction, to advise, to warn or to instruct.	Occasional to Frequent	1,3,4,5,6,7,8,9,10,12,13,14	Responding to phone calls and two-way radio; clearly communicate task status; actively engage with coworkers and team members; clearly giving instructions; conversing with students and teachers about procedures; calling for assistance in emergency situation; alarm company
Reading: Ability to understand written sentences and paragraphs in work related documents and related materials e.g. labels, equipment safety instructions, manuals, work orders.	Seldom to Occasional	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Printed material; computer data; handwritten notes and messages; cleaning supply directions; order forms; cell phone texts; directions; product labels; facility inspection reports; cleaning and special event schedule; inspection checklists; work orders
Writing: Ability to communicate by way of written materials, to communicate information and ideas in writing, to document e.g. work orders, noting files, signing off on documents, create letters.	Seldom to Occasional	1,2,3,7,8,12,13,14	Handwriting; memorandums; notes; equipment inspection reports; inspection checklists; supply lists; work orders; incident reports
Math: Ability to understand and apply mathematics, to compute / rationalize a series of numeric variables to come to an accurate conclusion e.g. measuring materials, estimating project cost, time management.	Seldom to Occasional	1,3,4,8,11,13	Simple calculations on product dilution; supply need calculations; estimates; counting; measuring liquid cleaning supplies; inventory duties; ounces to gallons conversion; diluting chemicals; time management

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that incumbent is provided with to the following: nitrile, latex, rubber and leather gloves; dust/particle masks; eye goggles; non-slip safety shoes; rain gear and boots. First aid kits are made available to incumbent and fire extinguishers are readily available throughout all facilities.

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X. Required Qualifications:

Education/Training/Experience:	Any combination equivalent to: graduation from high school and one year of school custodial experience.
Knowledge Of:	Methods, materials, tools and equipment used in custodial work; modern cleaning methods including basic methods of cleaning floors, blackboards, carpets, furniture walls and fixtures; requirements of maintaining District buildings in a safe, clean and orderly condition; principles and practices of training and providing work direction to others; safe practices and work methods related to custodial activities; proper methods of storing equipment, materials and supplies; proper lifting techniques; basic recordkeeping techniques; inventory methods and control; basic handling of hazardous materials.
Ability To:	Perform custodial activities at an assigned school site or facility to maintain buildings and adjacent grounds areas in a clean, orderly and secure condition; communicate with District and site administrators related to the care, cleaning and maintenance of a school facility; provide work direction to others; use cleaning materials, equipment and methods according to predetermined standards; maintain tools and equipment signed in clean working order; perform minor non-technical repairs; observe and report need for maintenance and repair; understand and follow oral and written directions; meet schedules and timelines; communicate effectively with those contacted during the course of work; inspect and assure the security of facilities during assigned shift; maintain records related to inventory and work performed; work effectively in the absence of supervision.
Licenses/Certificates:	Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance.

XI. Work Functions / Functional Manifestations:

Mental / Psychological Demand	Required (Yes / No)	Functions Affected	Notes / Example
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations



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PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to negotiate with, instruct or supervise people; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading.

XII. Participants:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Job Title	Signature	Date
Theodore Landreth	Custodian II		10/12/2017
Susana Stillo	Assistant Director of Maintenance and Operations		10/13/2017

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XIII. Methods of Gathering Information:

Observation of Duties: NO	Referred to an Existing Job Description: YES	Interview of Participants: YES; 9/25/17
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In order to develop this Essential Functions Job Analysis, the Consultant noted below objectively gathered information which was identified and contributed by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFJA:

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Essential Functions Job Analysis

MAINTENANCE WORKER II

MAINTENANCE WORKER II - CERTIFIED

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ESSENTIAL FUNCTIONS JOB ANALYSIS

Introduction

An essential functions job analysis (EFJA) describes the classification/position and not the work of an individual person. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFJA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFJAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

JOB TITLE	DEPARTMENT
MAINTENANCE WORKER II MAINTENANCE WORKER II - CERTIFIED	MAINTENANCE & FACILITIES

I. Classification/Position Summary:

To perform a variety of skilled and semi-skilled maintenance duties and responsibilities in one or more skilled trade.

Type of Employment	Full time; Hourly
Work Hours / Hours per Week	Shifts are typically from 7:00 a.m. to 3:30 p.m. or 1:00 p.m. to 9:30 p.m.; 8 hours per day; 40 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	Yes, as assigned and preapproved; may choose to be on call for emergency situations from Monday at 3:31 p.m. to the following Monday at 6:59 a.m. on a rotating basis
Paid / Unpaid Breaks	Two paid 15-minute rest breaks and one unpaid 30-minute meal break taken at assigned times; breaks may be taken consecutively upon approval of supervisor; break schedule may change depending on workload, emergency projects and staffing levels
Work Pace / Pressure	Medium Pace / Medium Pressure
Position represented by a Collective Bargaining Agreement?	Yes; California School Employees Association (CSEA)

NOTES: Maintenance Worker II – Certified: This is the full journey level class in the Maintenance worker series. Employees within this class are distinguished from the Maintenance Worker II by the performance of the full range of duties as assigned including skilled maintenance duties, as well as certification in a specialized trade area. Employees at this level receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the work unit. Positions in this class are flexibly staffed and are normally filled from advancement from the level, or when filled from the outside require prior related experience. Receives general supervision from the Assistant Director of Maintenance and Operations. **Maintenance Worker II:** This is the full journey level class in the Maintenance worker series. Employees within this class are distinguished from the Maintenance Worker I by the performance of the full range of duties as assigned including skilled maintenance duties. Employees at this level receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the work unit. Positions in this class are flexibly staffed and are normally filled from advancement from the I level, or when filled from the outside require prior related experience.

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II. Essential Functions of Classification/Positions:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Job Functions and Duties

Actual assignment hours may vary. This document is based on an 8-hour day and 40 hours per week schedule.

#	Description of Essential Function	Percent of Shift / Notes
1	<p>GENERAL FACILITIES MAINTENANCE: Inspect, repair, fabricate, install, service, and maintain equipment and buildings of the District in a qualified special area; perform a variety of locksmith duties; install, repair and replace locks on doors, desks, vehicles, lockers, and safes; duplicate keys; change lock combinations; recommend proper methods and procedures of security; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent receives work orders from web-based work orders system via computer or phone; work orders are prioritized based on safety/emergency situations and develops daily plan for maintenance work requests; communicates directly with customers/sites requesting work orders; evaluates assignments, obtains supplies and tools; completes work and cleans up work area. Incumbent may assist and make repairs on any area or facility of the District.</p> <p>It was further clarified in interviews that incumbent coordinates work efforts with other coworkers and departments; conducts drywall repairs; replaces t-bar ceilings; blind installation and repair; repairs and bolts cabinets and bookcases; hangs white boards, cork boards and pictures; repairs desks, cabinets, tables and chairs; repairs/replaces door stops, strike plates, hinges, screens, stuck windows and door locks; installs repair bathroom stalls, paper towel dispensers, etc.; performs locker and gym locker repairs; performs regular drywall and floor work such as plastering wall holes, repairing walls, replacing interior tile work, etc.; delivers furniture to school sites; cleans up damage debris from vandalism; tightens bolts and conduct minor repairs on playground equipment; performs minor repairs on gates and fences; pressure washes surfaces and buildings.</p> <p>It was further clarified that incumbent changes out door handles, locks and combination locks; may repair District-vehicle locks; duplicates keys as required; notifies supervisor of any areas that may need security improvements.</p>	<p>Zero to 88% of the shift, concurrent with essential functions 2,3,4,5,6,7,8</p>

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#	Description of Essential Function	Percent of Shift / Notes
2	<p>TRADE-SPECIFIC DUTIES: Perform a variety of carpentry duties; construct, fabricate, install, repair or replace doors, walls, signs, desks, counters, shelves, shelf units, computer tables, cabinets, chairs, benches, tables, and stairways; perform a variety of painting duties; prepare and finish various surfaces; sand and water blast surface to remove paint, rust and dirt to prepare surfaces for painting; glaze windows; operate various spray equipment and paint walls, doors, rooms, buildings, and other surfaces as requested; perform a variety of electrical duties; install, adjust, repair or replace intercoms, public address systems, emergency lighting systems, clock systems, two-way radios, telephones, athletic scoreboards, electronic motors, and ballasts. Install electrical wiring, fixtures, conduit, switches and breakers, and electrical timing systems; perform a variety of heating and cooling systems maintenance duties; inspect, maintain, and service air conditioning and heating units; clean and change filter, cooling coils, and blower wheels and compartments; change motors; replace bearings and other work parts; check wiring, belts, bearings, alignment, amperage, and voltage and make necessary repairs, replacements or adjustments; perform a variety of plumbing duties; cut and thread pipes; maintain plumbing installations; install bathroom fixtures and water heaters; clean drains and sewers; inspect District roofs; clean gutters and downspouts to clear debris from roof tops; patch or replace worn and broken gutters, downspouts, drain caps and roof leaks and potential roof leaks throughout District; repair fan screens on roofs; repair or replace damaged or worn roof vent caps; perform welding and brazing duties as needed on District equipment; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent performs work in various trades areas such as carpentry, roofing, plumbing, electrical, HVAC, painting and welding trades; performs carpentry projects consisting of installing drywall, installing doors, etc., replacing interior tile work, replacing window glass and glazing, repairing carpet; performs roofing projects on an as needed basis; incumbent will not construct or install roofs, but will complete necessary repairs; cleans out drains and gutters; clears tree limbs and debris from roof; repairs roof fence, vent caps and fan screens performs plumbing projects, sewer, gas and water lines; addressing smaller, quick fixes; unclogs drains; replaces hardware, gaskets and washers; installs water heaters; performs electrical projects; runs new wire; replaces receptacles, switches and light fixtures; repairs panels and replace breakers; conducts HVAC installation, repairs and maintenance; cleans coils and replaces filters, repairs duct work; changes out motors; replace working parts; repairs wiring; performs painting; paints buildings inside and outside as assigned; removes graffiti with solvent or scraper; prepares surfaces with tape and drop cloths, paints interior walls, etc.; performs assigned welding repair such as repairing equipment, fabricating parts/brackets/racks, welding fences/playground equipment, etc.; performs electrical and oxyacetylene welding; may perform copper brazing on HVAC equipment.</p> <p>It was further clarified in interviews that incumbent may be certified in a specific trade, but is required to assist with work in all trades.</p>	<p>Zero to 88% of the shift, concurrent with essential functions #1,3,4,5,6,7,8</p>

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ESSENTIAL FUNCTIONS JOB ANALYSIS

#	Description of Essential Function	Percent of Shift / Notes
3	<p>ASPHALT / CONCRETE / MASONRY WORK: Repair asphalt and concrete; mix, supply, and cut cement as needed; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent removes asphalt and concrete as necessary to repair underground pipe; utilizes jackhammers, concrete cutters, sledge hammers, concrete cutters, crow bars, heavy equipment, shovels and wheelbarrows to break up and remove pieces of debris; avoids contact with pipes, electrical lines, etc.; cuts through and removes tree roots using root cutters or saws; may remove sign posts to perform concrete work; grades and levels area to be paved; hand loads debris into loader and dump truck for removal; delivers debris to the District dump site.</p> <p>It was further clarified that incumbent performs minor asphalt/concrete work typically up to 100 square feet to patch and repair after ground work; stakes out the areas to be resurfaced or filled; creates borders and grids using lines and boarding for a clean edge; applies concrete from cement mixer shoot or may manually mix concrete for patching; screens and finishes concrete; trowels and brushes concrete; may create score lines to section off sidewalks; edges curbs of sidewalks; inspects dried concrete for any cracks or holes developed during the curing process; removes any small debris from sticking during curing process.</p>	<p>Zero to 88% of the shift, concurrent with essential functions #1,2,4,5,6,7,8</p>
4	<p>EQUIPMENT INSPECTION, OPERATION AND MAINTENANCE: Maintain and care for tools of the trade; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent operates various District trucks with dump trailers; may operate dump truck, tractor, bobcat, small excavators, forklift, etc.; utilizes boom and scissor lifts; utilizes and maintains equipment such as but not limited to hand tools (i.e. wrenches, screwdrivers, etc.); power tools (i.e. hammer drills, saws, sawzall, sanders, etc.); bench tools (i.e. drill press, table saw, etc.); pneumatic tools (i.e. impact guns and drills, etc.); landscape tools (i.e. shovels, rakes, pry bar, etc.); wet/dry vac; mop and broom; vacuum; backpack blower; pumps and fans; jackhammer and concrete saw/grinder; wheel barrow; plumbing/sewer snakes; volt meters; battery jumping cables; paint supplies; pallet jack, hand trucks and dollies; A-frame and extension ladders. Incumbent will also utilize standard office equipment, computers and peripherals; utilizes cell phone.</p> <p>It was further clarified in interviews that incumbent visually inspects equipment before use; cleans equipment at end of shift; performs visual inspection and cleaning of District-provided vehicle; stocks trucks with needed supplies and equipment; inspects and performs minor maintenance to equipment such as checking oil, water, tire pressure, batteries, having the ability to mix 2-stroke fuel at the right ratio, etc.; fuels vehicle as needed. Anything determined to be a major repair is referred to the Supervisor.</p>	<p>Up to 88% of the shift, concurrent with all other essential functions</p>

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#	Description of Essential Function	Percent of Shift / Notes
5	<p>SUPPLY REQUISITIONING / LOGS / RECORDS: Read and interpret blueprints, maps and schematic wiring diagrams; order materials, supplies, and equipment needed for jobs; maintain required records and make reports; prepare reports and on work completed and materials used; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent receives work orders daily; updates work orders with information, time spent, supplies utilized, as they progress; reads and may draw corrections on blueprints/schematics; may sketch projects and carpentry work; completes vacation request, comp time and sick time forms; completes timesheet for overtime work.</p> <p>It was further clarified that incumbent makes list of needed supplies for ordering; receives quotes from local vendors for work projects; obtains approval for order quote; procures materials and supplies as needed.</p>	3% to 12% of the shift, concurrent with essential functions #1,2,4,8,9
6	<p>JOB SITE MANAGEMENT / SAFETY: It was clarified in interviews that incumbent is responsible for set-up, clean-up and ensuring safety on and around work areas; wears District ID at all times when at assigned site; maintains awareness of pedestrians, students and others in work areas; secures vehicle and work area with caution tape and cones; conducts barricading of broken windows, trenches, etc.; may need to direct traffic; places safety signage (i.e. wet paint, wet floors, etc.); secures tools and equipment when not in use; closes and locks site gates; reports all safety issues to the supervisor and/or school administrators.</p> <p>It was further clarified in interviews that incumbent remains current on all District policies and procedures affecting duties; follows established policies and procedures and safe work practices; attends safety debriefs with team members following incidents; attends monthly safety training, covering a wide variety of topics selected from work practice observations, school inspections, equipment use, changes in code/policy/procedures, etc.</p>	100% of the shift, concurrent with all other essential functions
7	<p>DRIVING: It was clarified in interviews that incumbent will drive District-owned trucks and other vehicles within and outside of assigned work site on a daily basis; incumbent may drive work pick-up trucks, forklifts, tractor, bobcat, excavators, etc. to conduct work duties and travel among assigned work sites; may drive to get quotes and procure supplies from vendors; attends meetings and trainings; operates boom lift and scissor lift.</p> <p>It was further clarified in interviews that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, remain nimble and prepared, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy, school and city environment filled with students, pedestrians, skateboarders, bicyclists, etc.</p>	12% to 75% of the shift, concurrent with essential functions #1,2,4,8,9

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#	Description of Essential Function	Percent of Shift / Notes
8	<p>COMMUNICATION / COLLABORATION: It was clarified in interviews that incumbent will coordinate work with a wide variety of partners, cross-functionally with external contractors, District trades workers, vendors, supervisors, administrators and on-site staff at assigned schools, etc.; coordinates work times and days with school sites; communicate about work order status; answer questions concerning work orders; respond to inquiries or complaints in a tactful and effective manner.</p> <p>It was further clarified in interviews that incumbent will be responsible to respond to frequent interruptions from the students and staff with questions; communicates with other specialty departments if something gets damaged; provides site administrators with project updates; is responsible to represent the District in a positive manner throughout the shift through words, appearance and actions.</p>	100% of the shift, concurrent with all other essential functions
9	<p>MEETINGS / TRAININGS: It was clarified in interviews that incumbent attends morning tailgate meeting to discuss projects, work orders, safety concerns, etc.; attends regular safety meetings; meets with site staff regarding work orders and best time to conduct work; attends in-service trainings and any required District or OSHA-mandated trainings for position including, but not limited to, equipment use, ladder safety, blood borne pathogens, safe lifting, ergonomics, heat illness, electrical safety, personal protective equipment, etc.; may complete trainings online; may attend vendor and tools of the trade trainings; maintains forklift certification. Incumbent may also attend debriefs with team following any safety incidents.</p>	<p>4-6 hours monthly</p> <p>Trainings may last up to 8 hours in length</p>

III. No Marginal/Non-essential Job Functions / Duties

IV. Physical Demands:

Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Weight Bearing				
Weight Bearing (standing & walking)	Occasional to Continuous	4 Hours	1,2,3,4,5,6,8,9	Fueling truck and equipment; loading and unloading equipment; searching for leaks and repair needs; performing general maintenance repairs; plumbing and other trade-specific repairs; performing assigned maintenance work; equipment maintenance and cleaning; shoveling; digging; pressure washing surfaces; assisting with HVAC units; removing graffiti; painting; cleaning up debris; installing window / screens; cleaning gutters; utilizing lifts; welding; walking to, from and around primary work location; to/from truck; retrieving items from maintenance yard; transporting materials; roofing work/repair

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Standing	Occasional to Frequent	60 Minutes	1,2,3,4,5,6,8,9	Fueling truck and equipment; loading and unloading equipment; searching for leaks and repair needs; performing general maintenance repairs; plumbing and other trade-specific repairs; performing assigned maintenance work; equipment maintenance and cleaning; shoveling; digging; pressure washing surfaces; assisting with HVAC units; removing graffiti; painting; cleaning up debris; installing window screens; cleaning gutters; utilizing lifts; welding. Most instances of standing are broken up with walking or operating equipment.
Walking	Frequent to Continuous	30 Minutes	1,2,3,4,6,9	Will walk intermittently throughout the day; to, from and around primary work locations; to and from truck; searching for leaks and repair needs; retrieving items from maintenance barn; transporting materials; performing general maintenance repairs; most trade-specific duties; roofing work/repair; pressure washing surfaces; irrigation work
Walking <i>on uneven terrain</i>	Occasional to Frequent	30 Minutes	1,2,3,4,6,9	Will walk intermittently throughout the day; to, from and around primary work location; to and from truck; searching for leaks and repair needs; retrieving items from maintenance barn; transporting materials; performing general maintenance repairs; most trade-specific duties; roofing work/repair; pressure washing surfaces; irrigation work. Surfaces may include uneven asphalt/pavement; curbs; sand; sloping ground; wet/slippery surfaces; uneven grass; slippery surfaces; linoleum; tile; carpet.
Running	Never *	N/A	N/A	* Emergencies only in situations such as fire, earthquake, unexpected brake released on equipment; turning off water for main break
Jumping	Infrequent to Seldom	Seconds	1,2,4,6	Over trenches; in/out back of truck / boom lift; off lift gate; elevation changes
Climbing <i>ladder, stairs, stools</i>	Occasional	1 Minute	1,2,3,4,6	Accessing roof for cleaning up debris; in and out of truck; retrieving items off of a high shelf with a step stool; changing ballasts; replacing ceiling tiles and t-bar; cleaning gutters; using ladders (up to 30 feet); painting high walls/structures; using stairs in multi-story buildings; in and out of scissor/boom lift; using scaffolding; in/out heavy equipment (i.e. tractor, bobcat, etc.)

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Balancing <i>above ground</i>	Seldom to Frequent	2 Hours	1,2,3,4,6	Accessing roof for cleaning up debris; on lift gate; retrieving items off of a high shelf with a step stool; changing light bulbs and ballasts; replacing ceiling tiles and t-bar; cleaning gutters; using ladders (up to 30 feet); painting high walls/structures; using scaffolding; using stairs in multi-story buildings; working in scissor/boom lift
Bending <i>at the waist</i>	Occasional to Frequent	30 Minutes	1,2,3,4,5,6	Fueling truck and equipment; searching for leaks and repair needs; loading and unloading equipment; performing general maintenance repairs; plumbing and other trade-specific repairs; performing assigned maintenance work; grinding down door thresholds; equipment maintenance; assisting with HVAC units; shoveling; digging; pressure washing surfaces; removing graffiti; painting; cleaning out gutters; working on roof; much carpentry work; mixing/pouring/spreading concrete
Twisting at waist <i>side to side</i>	Occasional to Frequent	Seconds, Repetitively 15 Minutes Sustained	1,2,3,4,5,6	Operating heavy equipment; cleaning work space; getting in and out of truck; driving; trade-specific repairs; performing assigned maintenance work; picking up branches and plant debris; lifting supplies off truck; moving ladder; mixing/pouring/spreading concrete; shoveling/digging; moving supplies to cart; supply delivery; inventory stocking truck; reaching for tools
Stooping <i>slight bend at knees</i>	Seldom to Occasional	30 Minutes	1,2,3,4,6	Performing maintenance and repair duties; searching for leaks and repair needs; working on roof; mixing/pouring/spreading concrete; accessing attic space; lifting heavy equipment or bags into truck; most carpentry work such as installing baseboards, door stops and flooring; hanging whiteboards and pictures; working on and moving around a roof; accessing attic space; hanging drywall; performing equipment repairs; welding; painting lower surfaces; conducting HVAC repairs; plugging/unplugging equipment

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Squatting	Seldom to Frequent	30 Minutes	1,2,3,4,6	Performing maintenance and repair duties; searching for leaks and repair needs; mixing/pouring/spreading concrete; working on roof; accessing attic space; lifting heavy equipment or bags into truck; most carpentry work such as installing baseboards, door stops and flooring; working on and moving around a roof; accessing attic space; hanging drywall; performing equipment repairs; welding under tables; painting lower surfaces; conducting plumbing repairs; plugging/unplugging equipment; accessing under furniture; repairing carpet
Seated / Non-Weight Bearing				
Sitting	Occasional to Frequent	2 Hours	1,2,3,4,5,7,8,9	Performing maintenance and repair duties; driving amongst District sites; filling out paperwork; checking email; attending meetings or trainings; using heavy equipment (i.e. tractor, bobcat, etc.)
Driving	Occasional to Frequent	2 Hours	1,2,3,4,6,8	Driving District-owned vehicles among sites; operating boom/scissor lift; procuring supplies; attending trainings/meetings; operating forklift and heavy equipment (i.e. tractor, bobcat, etc.)
Kneeling <i>one or both knees</i>	Seldom to Frequent	2 Hours	1,2,3,4,6	Performing maintenance and repair duties; working on roof; accessing attic space; most carpentry work; trade-specific repairs; mixing/pouring/spreading concrete; performing assigned maintenance work; most carpentry work such as installing baseboards, door stops and tile flooring; working on and moving around a roof; accessing attic space; performing equipment repairs; electrical repairs; welding lower parts; painting lower surfaces; conducting plumbing repairs; plugging/unplugging equipment; accessing under furniture; repairing carpet
Crawling <i>on hands and knees</i>	Infrequent to Occasional	10 Minutes	1,2,3,4,6	Moving around attic or crawl space; baseboard installation; cleaning up debris; flooring and plumbing work; repairing / building furniture
Lying Down <i>back, side or stomach</i>	Infrequent to Frequent	30 Minutes	1,2,3,4,6	Working under furniture for repairs; crawl space repairs; plumbing work under sinks and inside cabinets
Arm Movement				

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Pushing	Occasional to Frequent	30 Minutes Intermittently	1,2,3,4,5,6,7	Opening / closing doors; using cart to move supplies; maneuvering furniture; moving work equipment around site; pushing supplies to job site; closing drawers; performing irrigation/plumbing/HVAC repairs; moving supplies in truck bed; sliding ladders; utilizing hand trucks and pallet jacks; utilizing hand and power tools; setting up and taking down ladders; painting; shopping cart to procure supplies; operating heavy equipment
Pulling	Occasional to Frequent	30 Minutes Intermittently	1,2,3,4,5,6,7	Opening / closing doors and drawers; using cart to move supplies; maneuvering furniture; moving work equipment around site; pulling supplies to job site; opening drawers; performing irrigation/plumbing/HVAC repairs; moving supplies in truck bed; sliding ladders; utilizing hand trucks and pallet jacks; utilizing hand and power tools; setting up and taking down ladders; painting; pulling strings to start gasoline powered equipment; operating heavy equipment; pulling wire and cable
Reaching – above shoulder level	Occasional to Frequent	15 Minutes	1,2,3,4,6,9	Changing light fixture ballasts; reaching for supplies on high shelves; climbing ladders; cleaning gutters; repairing pipes and drain lines above ceiling; replacing ceiling tiles; installing blinds; mounting projectors or smart boards, etc.; setting up/taking down ladders; hanging whiteboards and pictures; cleaning vehicle; painting high surfaces; signaling to coworkers; plumbing work while lying down
Reaching – at shoulder level	Occasional to Frequent	15 Minutes	1,2,3,4,6,9	Operating equipment; driving; performing trade-specific repairs; searching for leaks and repair needs; performing assigned maintenance work; bringing cell phone to mouth; climbing up and down ladder; stabilizing self in boom lift; painting at shoulder height; hanging whiteboards and pictures; changing HVAC filters

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Reaching – below shoulder level	Occasional to Continuous	2 Hours	1,2,3,4,5,6,7,8,9	Operating most equipment/tools to perform trade-specific repairs; searching for leaks and repair needs; performing assigned maintenance work; painting; installing baseboards; fixing/welding furniture; plumbing duties; installing tile/floor surfaces; driving; performing paperwork duties; keyboarding activities; attending trainings or other meetings; operating cell phone or tablet; repairing carpet
Steering	Occasional to Frequent	2 Hours	1,2,3,4,6,7	Driving vehicle; using cart, pallet jack to move supplies and materials; maneuvering ladders safely; operating forklift, boom/scissor lift and heavy equipment (i.e. tractor, bobcat, etc.)
Neck Movement				
Extension of the neck <i>looking upward</i>	Occasional to Frequent	15 Minutes	1,2,3,4,6,7,8,9	Performing maintenance and repair duties; changing light fixture ballasts; reaching for supplies on high shelves; repairing pipes and drain lines above ceiling; replacing ceiling tiles; installing blinds; mounting projectors, smart boards, etc.; inspecting work area; setting up/taking down ladders; painting high surfaces; driving; cleaning gutters; working while standing on ladder; operating boom/scissor lift; talking to someone from seated position
Flexion of the neck <i>looking downward</i>	Occasional to Frequent	2 Hours Intermittently	1,2,3,4,5,6,7,8,9	Performing maintenance and repair duties; working/repairing at bench; searching for leaks and repair needs; moving items on a cart; operating power tools/equipment; performing trade-specific repairs; performing assigned maintenance work; painting; roofing work/repair; driving; completing paperwork; keyboarding activities; using cell phone; cleaning gutters on roof; utilizing cell phone or tablet
Twisting of the neck <i>side to side</i>	Seldom to Occasional	Seconds Repetitively 15 Minutes Sustained	1,2,3,4,5,6,7,8,9	Performing maintenance and repair duties; searching for leaks and repair needs; operating power tools and equipment safely; performing trade-specific repairs; performing assigned maintenance work; painting; cleaning up debris; driving; watching for passersby while performing duties; reaching for tools; cleaning gutters; repairing carpet
Hand Activities				

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Fine Manipulation	Frequent	Occasional to Frequent	60 Minutes	1,2,3,4,5,6	Cell phone use; small hand tool use; searching for leaks and repair needs; plumbing work; painting; writing on notepad; tie down supplies on truck; cleaning equipment; equipment maintenance/repair; replacing parts; electrical work; testing wires; utilizing switches and knobs; using bolts and screws; arm/disarm keypad alarm panels; equipment controls; rebuilding components
Keyboarding / Typing	Infrequent to Frequent	Infrequent to Frequent	30 Minutes	1,2,5	Computer usage; utilizing email; conducting research; completing work orders; online trainings; programming thermostats and timers
Simple Grasp	Occasional to Continuous	Occasional to Frequent	60 Minutes	1,2,3,4,5,6,7	Using hand and power tools, equipment and performing trade-specific repairs; performing assigned maintenance work; searching for leaks and repair needs; painting; driving; utilizing computer mouse; using cell phone; completing paperwork; handwriting; cleaning vehicle and equipment; welding; repairing carpet
Up & Down Flexion of Wrist	Seldom to Occasional	Seldom to Occasional	60 Minutes Intermittently	1,2,3,4,5,6,7	Using most hand and power tools and equipment; patching drywall; painting; signaling to coworkers; writing on note pad; carrying supplies; moving hand from external mouse to keyboard; using pallet jack or hand truck; replacing ceiling tiles; repairing carpet
Side to Side Motion of Wrist	Seldom to Occasional	Seldom to Occasional	60 Minutes Intermittently	1,2,3,4,5,6,7	Using most hand tools and equipment; patching walls with trowel; painting; installing floor tiles/grout; removing debris from gutters; installing/removing ceiling tiles; removing debris from gutters; signaling to coworkers; cleaning duties; keyboarding/typing; using pallet jack or hand truck; repairing carpet
Turning / Rotation of Wrist or Hand	Seldom to Occasional	Seldom to Occasional	2 Minutes	1,2,3,4,6,7	Using small hand tools and equipment; utilizing keys; locking and unlocking gates; using combination locks; locking and unlocking doors; using bolts and screws; opening containers; twisting wires

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Gross Manipulation	Occasional to Frequent	Occasional to Frequent	10 Minutes Repetitively	1,2,3,4,6	Operating most tools/equipment; turning and moving equipment; loading and unloading supplies and equipment; moving equipment; using cart; shoveling; opening truck bed; lifting 5 gallon buckets; drill motors; HVAC equipment; tool pouches/boxes; moving/carrying ladders; operating cinch strap; mixing/pouring concrete; concrete bags; refrigerant bottles; forklift propane tank; repairing carpet; carrying subflooring and drywall
Powerful Grasp/ Tight Grasp	Occasional to Frequent	Occasional to Frequent	10 Minutes Repetitively	1,2,3,4,6	Moving equipment and heavy supplies; utilizing pallet jack or hand truck; operating power equipment; holding/carrying ladders; loading and unloading supplies and equipment; using cart to transport supplies; opening truck bed; using large wrench; repairing carpet; carrying subflooring and drywall

V. Lift/Carry Weight Requirements:

Weight Lifted (lbs.)	Frequency (Range)	Height Lifted	Distance Carried	Notes/Examples	Functions Affected
1 to 10	Occasional to Continuous	Above Shoulder	¼ Mile	Small hand tools; power tools; various repair parts and supplies; paperwork; clipboard and notepad; keys; 6 foot ladder(10#); landscape tools (i.e. shovels, rakes, etc.); mop and broom; safety cones (10#), tool pouch; plumbing snake; paint supplies; one gallon paint can; cell phone; cleaners; irrigation parts; ceiling tiles; screws and bolts	1,2,3,4,5,6
11 to 25	Occasional to Frequent	To Shoulder	¼ Mile	Larger toolbox (12#); ladders; various repair parts and supplies; vacuum; hand truck; large ladder; small jackhammer; power tools; mop bucket; small gas can; backpack blower; tool pouch/box	1,2,3,4,6
26 to 50	Seldom to Occasional	To Waist	200 Yards	Bags of materials (50#); dolly (27#); 5 gallon buckets of paint (48#); containers of glue; floor adhesive for tile; extension ladders; oxyacetylene containers; pulling items onto roof with rope; roofing materials and compound; propane tank; sandbags; cold patch asphalt bag (50#)	1,2,3,4,6
51 to 75	Infrequent to	To Waist	150 Yards	Concrete bags (60#); debris from job site;	1,2,3,4,6

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	Occasional			extension ladders; concrete and other supplies; pulling items onto roof with rope; pushing/pulling various furniture (i.e. cabinets, book cases, desks, tables, etc.); sections of carpet; stage sections; compressor; window glass	
75 plus	Infrequent to Occasional	To Waist	30 Yards	Transferring items from a truck to a dolly; compressor; pushing/pulling various furniture (i.e. cabinets, book cases, desks, tables, etc.); steel shelving; jackhammer (80#); gas powered concrete saw; concrete grinder; concrete and stucco bags (90#)	1,2,3,4,6
NOTES: N/A					

VI. Equipment or Machinery Operated:

Item Description	Frequency of Use	Item Description	Frequency of Use
Computer and peripherals (i.e. printer, scanner, copier, etc.)	Infrequent to Frequent	Cell phone	Occasional to Frequent
District-owned vehicles (trucks, dump truck, etc.)	Occasional to Frequent	Hand tools (i.e. screwdriver, hammer, wrench, etc.)	Occasional to Frequent
Tool pouch	Frequent	Power tools (i.e. drills, saws, sawzall, sanders, etc.)	Frequent
Boom/Scissor Lift	Infrequent to Frequent	Vacuum / brooms / mops	Infrequent to Seldom
Painting materials	Infrequent to Frequent	Landscape tools (i.e. shovels, rakes, pry bar, etc.)	Infrequent to Occasional
Office supplies (i.e. pens/pencils, ruler, stapler, etc.)	Infrequent to Seldom	Pneumatic tools (i.e. hammer drill, impact gun, etc.)	Infrequent to Occasional
Heavy duty equipment (i.e. tractor, bobcat, excavators, ditch witch, forklift, etc.)	Infrequent to Frequent	Pumps	Infrequent to Occasional
Compressor / pressure washer / paint sprayer	Infrequent to Frequent	Various other trade-specific tools (i.e. electrical, painting, carpentry, etc.)	Infrequent to Frequent
Hand truck / carts / pallet jack	Seldom to Occasional	A-frame / extension ladders	Infrequent to Occasional
Plumbing snakes	Infrequent to Seldom	Volt meters / battery cables	Infrequent to Seldom
Backpack blower	Infrequent to Seldom	Bench tools (i.e. drill press, table saw, etc.)	Infrequent to Occasional
Jackhammer / concrete saw/grinder	Infrequent to Occasional	Wheelbarrow	Infrequent to Seldom

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VII. Environmental Exposures:

Brief Description: The work is regularly performed outdoors in seasonal weather conditions, around heavy equipment and on potentially on slippery and/or uneven surfaces, including dirt, roots, cement, asphalt, gravel, sand, and grass. Work is also performed indoors, typically in climate-controlled environments and in potential confined space of attics and crawl spaces. Indoor work surfaces may consist of linoleum, tile, carpet, and cement.

Work Environment/ Situations/Exposures	Frequency of Exposures	Example of Environment / Exposure
Indoors	Occasional to Continuous	Storage rooms; District vehicles; attics; crawl spaces; inside classrooms, hallways, offices at assigned site; maintenance/tool barn; warehouse; attending meetings or trainings; local vendors
Outdoors	Occasional to Continuous	Campus grounds; playgrounds athletic fields; parking lots; sidewalks, quad areas; roofs. Frequency will depend on daily assignments.
Contact with Customers, End Users, General Public	Occasional to Continuous	Administrators; students; teachers; co-workers; parents; general public; contractors; vendors; outside agencies
Smells/Scents – e.g., fragrances, synthetic odors, toiletries, food smells	Frequent to Continuous	Adhesives; paint; spray paint; thinner; gasoline; oil; exhaust; exposure to public and bodily odors including perfume and cologne; trash odors; degreaser, graffiti remover; green waste; plant materials; asphalt; cleaning solvents; vomit; food odors; dead animals; burnt dust; musty damp areas; welding fumes
Traffic – e.g., to be in traffic to perform an essential function	Occasional to Frequent	Driving between sites; performing work near parking lots and driveways; procuring supplies; pedestrian traffic on school grounds
Extreme Changes in temperature, humidity, or moisture	Infrequent to Occasional	Seasonal weather conditions while working outdoors, temperatures can reach in excess of 100 degrees at certain times of year and near freezing in the winter; may be in freezer or refrigerator for short repair periods; may be in attic and crawl spaces for short repair periods; rooftops; working near HVAC units
Fumes/smoke – e.g., chemicals, exhaust, vapor	Seldom to Occasional	Car and bus exhaust; gas; blowers; adhesives; paint; paint thinner; welding materials; sewer gas; equipment exhaust
Excessive Noise – e.g. large crowds, sirens, machinery	Occasional to Frequent	PA announcements; school bells; fire alarms; student noise; jackhammers; forklifts; grinding; concrete saws; HVAC equipment; backpack blower; power tools; pressure washer; compressor
Working at heights – e.g., scaffolding, ladders	Seldom to Frequent	Performing grounds work on ladders; step stools to reach an item on a high shelf; balancing on truck bed; changing light bulbs/ballasts; accessing roof or attic; in lifts. Could work for prolonged periods on ladders to do ceiling repairs, install/fix high hanging fixtures and plumbing repairs above suspended ceiling.
Lighting – e.g., fluorescent, natural, direct sunlight	Continuous	Direct and indirect sunlight; LED AND fluorescent lighting indoors; dark crawl spaces with flashlight; metal roof reflection; flashlight
Working with Biohazards – e.g., body fluids, blood	Infrequent to Occasional	Exposure to blood, urine, feces and vomit when dealing with restrooms; emergency plumbing; working near sewer; removing dead animals; injured coworker
Dust, Wind, and/or Pollen	Occasional to Continuous	Working outside; dust from saws; seasonal outdoor conditions; shop dust; eye protection is provided

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Vibration – e.g., power tools, jackhammer	Occasional to Continuous	Jackhammers; concrete saws; grinders; sawzall; drills; hammer drills; hammers; compressor; pressure washer; pushing/ pulling cart over uneven ground; operating heavy equipment
Toxic Substances – e.g., corrosives, carcinogens, poisons	Seldom to Frequent	Gasoline, cleaners, solvents, oils; paint thinner; fuel; oil; floor tile replacement solvent; glues; WD-40; asbestos; degreasers
Electrical Hazards – e.g., live electrical wires	Occasional to Frequent	Incumbent may be near electrical wires via outlets, etc.; replacing light bulbs; use of power actuated tools; live wires when assisting with electrical, HVAC and mechanical work; breakers in panels
Explosive Hazards – e.g., bomb threats, chemicals	Infrequent to Seldom	Oxygen tanks and acetylene torches; propane tanks; fuel tanks; fuel cans
Confined Spaces – e.g., attics, manholes	Infrequent to Continuous	Attics; walk in refrigerators and freezers; crawl spaces; some vault work
Mechanical Hazards – e.g., running machinery, conveyor belt	Seldom to Frequent	Select power tools such as jackhammers; sanders; concrete cutter; grinders; power saws; Sawzall; impact guns; power and bench tools
Near / With Heavy Machinery – e.g., tractor, forklift	Seldom to Occasional	Trucks; buses in school yards; contractor equipment when construction is underway; forklifts; tractor; boom/scissor lift; excavators; bobcat
Other – e.g., unique aspects of work environment	N/A	N/A

VIII. Communication / Sensory Demands:

Sensory Demand / Method	Frequency (Range)	Functions Affected	Notes/ Examples
Smell: <i>Ability to sense odors, to make an assessment / judgment of a situation e.g. smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals.</i>	Seldom to Occasional	1,2,3,4,6,7	Emergency situations such as fire or gas leak; ability to smell fuel leaks, toxic substances, fire hazards, sewage leaks, fresh paint; troubleshooting issues; dead animals
Sight: <i>Ability to distinguish objects e.g. to work safely in open areas with obstacles, to operate trucks, machinery or equipment, avoid stationary objects, deduce space and apply spatial reasoning.</i>	Continuous	1,2,3,4,5,6,7,8,9	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to safely operate equipment; ability to read written directions, instructions and assignments; perform all repair and maintenance work; colored wires; driving

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Hearing: Ability to actively listen; oral comprehension, to perceive and react to sonic communication or noise e.g. to receive instruction, to communicate via radio, cell phone or telephone.	Occasional to Continuous	1,2,3,4,6,7,8,9	Hear in the normal audio range with or without correction; ability to hear proper functioning of equipment; responding to cell phone calls; emergency alarms; listening to coworkers or students
Speaking: Ability to orally communicate information and ideas verbally so others will understand e.g. to verbally engage with customer base, to give instruction, to advise, to warn or to instruct.	Occasional to Frequent	1,2,3,4,6,8,9	Responding to phone calls; communicate task status; actively engage with coworkers and team members; give instructions; communicating with site staff and supervisors; procuring supplies
Reading: Ability to understand written sentences and paragraphs in work related documents and related materials e.g. labels, equipment safety instructions, manuals, work orders.	Seldom to Occasional	1,2,3,4,5,6,7,8,9	Printed material; computer data; work order forms; emails and handwritten notes and messages; ability to read written directions, instructions and assignments; warning labels; product labels; work orders; SDS safety sheets; researching supplies and equipment
Writing: Ability to communicate by way of written materials, to communicate information and ideas in writing, to document e.g. work orders, noting files, signing off on documents, create letters.	Infrequent to Seldom	1,2,3,4,5,6,8,9	Handwriting; computer data entry; completing work orders; writing notes and memorandums; taking notes; tracking maintenance; emails; supply lists
Math: Ability to understand and apply mathematics, to compute / rationalize a series of numeric variables to come to an accurate conclusion e.g. measuring materials, estimating project cost, time management.	Occasional to Frequent	1,2,3,4,5,6,7,9	Simple calculation checks on data entry; work order data completing; calculations of square footage; width; length; tracking time; using measuring devices; procuring supplies; ohms and amps; algebra and geometry

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that the following safety equipment is provided to incumbent: safety goggles/glasses; hearing protection (buds or muffs by choice of incumbent); leather, latex, or nitrile gloves; rain gear; dust/particle masks; face shields; welding jacket/helmet; respirator; knee pads; safety cones and tape; fluorescent vests; cell phone; safety harness; jump suit. It was also clarified in interviews that the incumbent has regular access to eye wash stations, first aid kits and fire extinguishers.

Incumbent participates in all legally required trainings for position, as well as any elective or District-provided training as assigned by Supervisor.

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X. Required Qualifications: In addition to the qualification of a Maintenance Worker I:

Education/Training/Experience:	Maintenance Worker II – Certified: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Experience: Three (3) years of maintenance experience within a specialized trade area. Training: Formal and informal education or training which ensures the ability to read and write at a level necessary for successful job performance. Maintenance Worker II: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Experience: Two years of maintenance experience within a specialized trade area. Training: Formal and informal education or training which ensures the ability to read and write at a level necessary for successful job performance, supplemented by additional training in a specialized trade such as carpentry, painting, locksmithing, electrical services, electronics, or HVAC maintenance or related field.
Knowledge Of:	Principles, procedures, skills, tools and materials used in trade areas including carpentry, electrical, plumbing and painting; basic knowledge of handling hazardous material; uses and purposes of general maintenance and hand and power tools and equipment; applicable codes, rules and regulations pertaining to trade areas.
Ability To:	Perform skilled maintenance, construction and repair work in the area of trade assigned. Use and operate hand tools, mechanical equipment, and power tools and equipment; read and interpret maps, diagrams, and blueprints; operate a variety of vehicular and stationary mechanical equipment. Work independently in the absence of supervision; understand and follow oral and written instructions; establish and maintain cooperative working relationships with those contacted in the course of work.
Licenses / Certifications:	Maintenance Worker II – Certified: Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance; possession of a valid California State Contractor's License in a related specialized trade, or a County, State, or Federal certificate in a related specialized trade, plus 24 college units in a related field from an accredited college/university. Maintenance Worker II: Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance.

XI. Work Functions / Functional Manifestations:

Mental / Psychological Demand	Required (Yes / No)	Functions Affected	Notes / Example
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision; ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions
MEMORY	YES	1,2,3,4,5,6,7,8,9	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions

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REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8	Ability to negotiate with, instruct or supervise people; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading

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XII. Participants:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Job Title	Signature	Date
Michael Tocco	Director of Maintenance and Operations		12-6-18
Lars Hasper	Maintenance Worker II		12-6-18
Susana Stillo	Assistant Director of Maintenance and Operations		12/6/18

XIII. Methods of Gathering Information:

Observation of Duties: NO	Referred to an Existing Job Description: YES	Interview of Participants: YES; 11/19/18
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In order to develop this Essential Functions Job Analysis, the Consultant noted below objectively gathered information which was identified and contributed by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFJA:
Ryan Long, Consultant Essential Function Job Analysis Development Shaw HR Consulting, Inc. 107 N. Reino Road # 414 Newbury Park, CA 91320 Phone: 805.498.9400 Fax: 805.464.3535 ryan@shawhrconsulting.com

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Essential Functions Job Analysis

PARAEDUCATOR – MODERATE TO SEVERE

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ESSENTIAL FUNCTIONS JOB ANALYSIS

Introduction

An essential functions job analysis (EFJA) describes the classification/position and not the work of an individual person. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFJA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFJAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

JOB TITLE	DEPARTMENT
PARAEDUCATOR - MODERATE TO SEVERE	SPECIAL EDUCATION; VARIOUS SITES THROUGHOUT DISTRICT

I. Classification/Position Summary:

Definition: This position supports student achievement by providing, under the direction of the Director, Special Education, and under the direction and indirect supervision of certificated staff, specialized assistance to instruct pupils individually or in groups in accordance with prescribed learning objectives; assisting a teacher or administrator in establishment and maintenance of appropriate classroom and site behavior; performance of medical treatments and procedures necessary in providing specialized physical health care in-services to pupils with exception needs; and acting as a paraprofessional assistant to a teacher in performing assigned tasks.

Type of Employment	Full time; Hourly Potential exists for part-time positions, depending on District and/or site needs; Hourly
Work Hours / Hours per Week	<ul style="list-style-type: none"> Full time shifts are typically 7:40 a.m. to 2:40 p.m.; shift times may vary depending on needs of assigned site and needs of student population being serviced each school year to provide sufficient support across all classes; 6.75 hours per day; 5 days per week; 33.75 hours per week Part time shift times vary greatly depending on needs of assigned site and needs of student population being serviced; 5.75 hours per day; 5 days per week; 28.75 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	Overtime only as assigned and pre-approved; No holidays required
Paid / Unpaid Breaks	Full time positions: One paid 15-minute break and one 30-minute unpaid, duty –free meal break, taken at assigned times, although break times may vary by site and are dependent upon needs and coverage within assigned classroom(s) Part time positions: One paid 15-minute break; no meal period due to reduced shift time
Work Pace / Pressure	Medium to Fast Pace / Medium to High Pressure
Position represented by a Collective Bargaining Agreement?	Yes; California School Employees Association (CSEA)

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NOTES: (1) Class Code: 72008 (2) It was clarified in interviews that this position can potentially expose an employee to high anxiety, high stress situations in which they must deescalate student behavior to help maintain classroom functionality and a healthy learning environment. (3) Flexibility in schedule and activities is necessary throughout the shift to provide assistance to all students as it is needed. (4) Incumbent may work 1-on-1 with assigned students or work with a small group. (5) Incumbents may be assigned to a student population with emotional issues (ED), autism, behavioral issues, medically fragile and/or moderate-to-severe physical disabilities. This analysis is intended to cover the duties and demands associated with incumbents assigned to any moderate-to-severe student population within the District. (6) Incumbents may be assigned to work with students from preschool through eighth grade at any site within the District.

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II. Essential Functions of Classification/Positions:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Job Functions and Duties

Actual assignment hours may vary. This document is based on a 6.75 hour day and a 33.75 hour per week schedule from Monday to Friday.

#	Description of Essential Function	Percent of Shift / Notes
1	<p>INSTRUCTIONAL SUPPORT: Under direction of teacher, provides individualized instruction by matching instruction to needs of each pupil; works with pupils individually or in small groups to tutor, reinforce, or follow-up learning activities; helps pupils learn normal speech patterns by helping them produce sounds, words, and sentences; accompanies and assists certificated personnel during the transporting and instruction of student in off-campus or community-based settings; gives guidance and provides an example for pupils in various areas such as academic learning, communication, vocational skills, social and leisure skills, physical development and fitness, and personal hygiene; assists teacher with implementation of students' Individualized Education Plan (IEP) through instruction in a variety of activities, such as nature study, singing, dancing and sports; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent works consistently with assigned student(s) in small groups or individually, mostly in a self-contained classroom setting; partners with classroom teacher to adapt learning materials as required for assigned students; brings learning and behavior issues to attention of classroom teacher; keeps students focused and on-task; provides support for integration of non-academic instruction; works with students on assigned academic skills/subjects; prepares, assembles and/or adapts learning materials/equipment to meet student individual academic needs/abilities; may provide prompting with clarifying questions, exhibit concepts through demonstration, highlight book sections, provide visualization, tap the students' shoulders and/or provide hand-over-hand instruction, etc. as required to meet student learning needs and ensure participation to student's ability; provides appropriate learning materials and prompts to meet students' individual needs/abilities in these instructional areas. Incumbent is typically assigned specific classes of students with whom to work and will provide academic support in any area(s) of need to help the student better access his/her curriculum; establishes and maintains standards for student behavior; modifies instructional plans to adjust for student needs; adheres to District curricular objectives.</p> <p>It was further clarified in interviews that incumbent may travel to general education classrooms with appropriate students to provide support in mainstreaming activities in both academic and elective subjects; may lead or participate in providing adaptive physical education (APE) for students; partners with Occupational Therapist in assisting students with activities, modifying instructions to meet needs of students, demonstrating activities/motions and/or physically assisting students with completing activities to their ability; assists with hand-over-hand instruction.</p>	<p>23% to 66% of the shift, concurrent with essential functions #2,3,4,7,9,10,12</p>

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#	Description of Essential Function	Percent of Shift / Notes
2	<p>STUDENT SUPERVISION / SAFETY: Assists with supervision of classroom, outdoor playground, and field trip activities to direct pupils into safe activities and relationships; accompanies and assists certificated personnel during the transporting and instruction of student in off-campus or community-based settings; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent assists the classroom teacher in supervising students during classroom activities, physical exercise periods, field trips and various other activities; assists the teacher in maintaining health and safety of students by being aware of environment and the potential hazards of student actions; takes proactive steps to address potential issues (i.e. moving seats apart, rearranging desks, etc.); ensures consistent safety of classroom environment for students; ensures exit doors and hallway doors are kept closed; constantly moves throughout classroom to monitor student activities and ensure they are focused on assigned tasks; may minimize distractions through use of dividers when appropriate to section off work groups; communicates with teaching partners and/or administration as appropriate regarding student behaviors/experiences/moods/sensitivities that may result in a child acting out and disrupting classroom and/or creating unsafe environment for self or others; redirects distracted students and inappropriate behaviors as necessary.</p> <p>It was further clarified in interviews that incumbent will be responsible to provide proper examples, emotional support, a friendly attitude and general guidance to students with behavioral issues; provides physical prompting/physically moves students for positive behavior support (PBS); provides supervision of assigned students in the classroom, hallways, restrooms, playgrounds, cafeterias, and various other school locations; escorts students safely to and from the restroom or minimally monitors proper use of restroom based on student ability; accompanies students on field trips; walks students to and from bus at the beginning and end of day, etc. to ensure consistent supervision and student safety; may accompany students on bus transportation to and from home if necessary.</p> <p>Clarification was also provided that incumbent may participate in the implementation and management of rewards programs (i.e. point systems and the like) to encourage proper behaviors and develop pride and appropriate earned independence for students, as appropriate.</p>	100% of the shift, concurrent with all other essential functions

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#	Description of Essential Function	Percent of Shift / Notes
3	<p>ASSESSMENT AND EVALUATION: It was clarified in interviews that incumbent is not directly responsible for all assessments, but partners with classroom teacher and a variety of specialists and assists with conducting appropriate and required assessments; in partnership with classroom teacher's direction, conducts ongoing assessments and data gathering on student performance throughout the day; follows protocols for established testing; modifies assessment procedures as required to meet student needs; gathers a variety of quantitative and qualitative data on student academic, social, behavioral, physical and emotional progress, evaluating performance, prompting as required; records findings on checklists, Discrete Trial Training (DTT) notes or other note taking as necessary; collaborates with classroom teacher to review, evaluate and incorporate assessment findings into learning strategies and IEP (Individualized Education Plan) objectives for students; participates in the Individualized Educational Plan (IEP) by providing assessment and intervention documentation, providing input on student's performance and progress, working with specialists on an ongoing basis to address individual student's needs, maintaining awareness of IEP goals and progress-to-goals; assists in re-teaching concepts identified as subpar during assessment process; reviews student needs on a regular basis to ensure progress toward goals; uses the result of assessments to guide and support future instruction; supports student progress to meet District standards and IEP goals.</p> <p>It was further clarified in interviews that incumbent provides consultation, resources, information and materials to support student learning as needed; assists in establishing and communicating learning goals for students; collects and uses multiple sources of information to assess student progress and needs; communicates with students and other audiences about student progress.</p> <p>Clarification was also provided that more time is spent in formal assessments when a student is new to the District, a specific site and/or to Special Education programs.</p>	<p>50% to 65% of the shift, concurrent with essential functions #1,2,4,5,6,7,8,9,10,12</p>

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#	Description of Essential Function	Percent of Shift / Notes
4	<p>PHYSICAL ASSISTANCE / SUPPORT: Works cooperatively with others in providing specialized physical health care services and performing standardized procedures in compliance with legal requirements, rules, and regulations; accompanies or assists students to and from school bus or other transportation and in moving to/from activities on school site or campus; rides with pupils on bus which transports pupils to/from school, as appropriate; accompanies and assists certificated personnel during the transporting and instruction of student in off-campus or community-based settings; gives guidance and provides an example for pupils in various areas such as academic learning, communication, vocational skills, social and leisure skills, physical development and fitness, and personal hygiene; assists lifting of students in/out of wheelchairs, braces and other orthopedic equipment; assists staff member in positioning students and in rendering various forms of personal care such as toileting and diapering; assists students in dressing, undressing, bathing, grooming, eating and feeding; performs related duties, as assigned.</p> <p>It was clarified in interviews that the extent of these duties is heavily dependent on the types of needs that exist within the assigned student population and may vary greatly from site-to-site within the District.</p> <p>It was further clarified in interviews that, as required, incumbent provides physical assistance to assigned students in a variety of classroom, physical education, recreational, hygiene, transportation, nutritional and other related activities; physically positions student, as necessary; properly lifts non-ambulatory student to/from wheelchairs and/or appropriate positions in adaptive equipment, such as standers, lifts and modified /block chairs; if properly trained, may operate a variety of equipment (Hoyer lift, etc.) to help move students from one location to another; may assist physical therapists with positioning students as required; assists students on and off the bus safely; instructs, supervises and encourages ambulatory students to engage in regular physical education activities such as walking, biking, jumping rope and running as possible on playground; assists in providing physical and occupational therapies in partnership with Occupational Therapist; demonstrates motions/activities and physically supports student in executing them to level of ability; modifies activities as required to meet student needs.</p> <p>Clarification was also provided that incumbent may engage with non-cooperative students exhibiting inappropriate or potentially dangerous behavior.</p>	<p>33% to 66% of the shift, concurrent with essential functions #1,2,3,5,6,7,9,10,12, depending on the types of needs that exist within assigned student population</p>

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#	Description of Essential Function	Percent of Shift / Notes
5	<p>MEDICAL NEEDS SUPPORT: Gives guidance and provides an example for pupils in various areas such as academic learning, communication, vocational skills, social and leisure skills, physical development and fitness, and personal hygiene; may perform one or more of the following procedures, after receiving appropriate training, as they pertain to the individual student: suctioning, when needed to clear air passages, including care of suction machine and attachments, tracheotomy tube and skin around intuition; tube replacement; gastrostomy tube feeding, including care of gastrostomy tube, equipment and skin around intuition; catheterization and care of supplies and equipment; colostomy, ileostomy care, and care of supplies, adjuncts and equipment; oxygen administration and proper use and care of equipment, including monitoring of flow control oxygen level; emergency care as needed, including cardiopulmonary resuscitation or other life sustaining efforts until paramedics or other medical assistance is available; administers first aid; with assistance and direction, establish and maintain daily documentation of specialized physical health care services and procedures which may include administration of medication; assists staff member in positioning students and in rendering various forms of personal care such as toileting and diapering; assists students in dressing, undressing, bathing, grooming, eating and feeding; under the direction of the school administrator and the procedure observed by a certificated staff member, assists students with taking medication; performs related duties, as assigned.</p> <p>It was clarified in interviews that the extent of these duties is heavily dependent on the types of needs that exist within the assigned student population and may vary greatly from site-to-site within the District.</p> <p>It was further clarified in interviews that incumbent does not administer medication, but is responsible for ensuring proper schedule and timing of medicine administration is followed; escorts students to and from site Health Aide and/or Licensed Vocational Nurse (LVN) who stores, distributes, administers and documents all medication use; maintains awareness of assigned students' medication schedules and dosing; maintains awareness of signs and symptoms exhibited by individual students; develops ability to monitor student behavior and demeanor to identify when medical support may be required; retains familiarity with and adherence to established emergency procedures for District and/or individual students; performs CPR and First Aid as required; partners closely with Licensed Vocational Nurse (LVN) on management of medical needs for more medically fragile students (i.e. catheterization, tracheotomy care, nebulizers, insulin, etc.) to ensure medical needs are being met.</p> <p>Clarification was also provided that incumbent may assist with management of seizures or other demonstrations of physical distress; may keep time to document length of seizure; documents student ability to respond to verbal prompting; ensures safety of seizing student, as well as those in vicinity; documents the seizure according to established protocols; notifies all required parties; may determine necessity to call 911.</p>	<p>3% to 22% of the shift, concurrent with essential functions #2,3,4,6,7,9,10,12 depending on the types of needs that exist within assigned student population</p>

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#	Description of Essential Function	Percent of Shift / Notes
6	<p>HYGIENE / NUTRITION: May pick up breakfasts/lunches from a nearby area school lunchroom; prepare lunch trays and, under direction of certificated staff, feeds students unable to feed themselves; gives guidance and provides an example for pupils in various areas such as academic learning, communication, vocational skills, social and leisure skills, physical development and fitness, and personal hygiene; assists staff member in positioning students and in rendering various forms of personal care such as toileting and diapering; assists students in dressing, undressing, bathing, grooming, eating and feeding; performs related duties, as assigned.</p> <p>It was clarified in interviews that the extent of these duties is heavily dependent on the types of needs that exist within the assigned student population and may vary greatly from site-to-site within the District.</p> <p>It was further clarified in interviews that this duty is dependent on the age and/or physical abilities of the students being supported; assists students with maintaining health and safety through proper hygiene techniques; escorts students to and from restroom, assisting as required with cleanliness/hygiene activities; transfers students from wheelchairs and/or physically lifts non-wheelchair students as needed to toilet and back as required; ensures cleanliness following restroom usage and mealtimes; diapers K-8 students as required, encouraging self-reliance on changing tables as possible; assists with changing into alternate clothing following accidents; assists with putting on and removing jackets or tying shoes; assists with packing and storage of student backpacks.</p> <p>Clarification was also provided that incumbent supervises students during snack and meal times; assists with opening containers and bags as required; provides support in navigating the lunch line in cafeteria, if required; assists students with transactions at the cash register in the cafeteria by hand-over-hand assistance, if required; assists with feeding student when need exists; helps students to clean up tables and counters after meals; encourages healthy food choices; ensures compliance with allergy requirements; checks expiration dates of food brought from home; monitors independent-eating students for choking hazards; ensures students are clean following mealtimes; encourages self-reliance with depositing trash, wiping tables, storage lunch boxes, etc. by adjusting environment (i.e. lowering tables, bringing trash can closer, hand-over-hand assistance, etc.); when properly trained and need exists, may provide feeding via g-tube; collects data on how students perform with eating tasks and logs in "Buddy Book" daily for sharing with parent and others.</p>	<p>18% to 30% of the shift, concurrent with essential functions #2,3,4,5,7,9,11,12, depending on the types of needs that exist within assigned student population</p>

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#	Description of Essential Function	Percent of Shift / Notes
7	<p>SELF-RELIANCE: Helps pupils to be self-reliant, relate to individuals and groups who are not handicapped, and to learn how to sequence tasks; gives guidance and provides an example for pupils in various areas such as academic learning, communication, vocational skills, social and leisure skills, physical development and fitness, and personal hygiene; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent provides regular and repeated opportunities for students to develop and exhibit self-reliance to the maximum level of individual ability; encourages and positively reinforces self-reliance in all aspects of school day; encourages independent use of bus (i.e. safely using stair rails, using seat belts, etc.); accompanies through food line, as required; encourages ability to button/snap/zip clothing on own; monitors independent management and movement of backpack and its contents;; encourages independent tying of shoes, nose blowing, hand washing, etc. throughout the day; rewards and positively reinforces self-reliance; may assist with and participate in community-based instruction activities, depending on age and skill level of students supported and assigned site.</p> <p>It was further clarified in interviews that incumbent advocates for students dealing with anxiety and like disorders; encourages students to attend elective classes independently; remains vigilant about noticing signs of anxiety and offering coping strategies; provides individualized attention and assistance to students (i.e. taking a walk, removing them from the stressful situation, etc.) during times of stress, frustration or emotional upset; continues to encourage stretch goals for students; rewards small and large gains in self-reliance exhibited by students.</p>	100% of the shift, concurrent with all other essential functions
8	<p>IEP INVOLVEMENT: Assists teacher with implementation of students' Individualized Education Plan (IEP) through instruction in a variety of activities, such as nature study, singing, dancing and sports; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent will not have direct responsibility for IEP (Individual Education Plans) development, management or facilitation, but will partner with classroom teacher in support of assigned students; maintains awareness of abilities of students; assists with data collection – both qualitative and quantitative - within classroom on an ongoing basis as an input to student IEPs; in partnership with classroom teacher, assists with data collection/assessment implementation; maintains awareness of IEP goals for all assigned students; regularly documents progress to goals; performs descriptive and quantitative data gathering on an ongoing basis, using standardized testing, individualized testing, as well as personal observations and other means deemed appropriate; assists in reviewing relevant paperwork to confirm assessments are made, programs are implemented, and accuracy of findings; may participate in regular progress meeting for assigned students.</p> <p>It was further clarified in interviews that incumbent is responsible for maintaining Discrete Trial Training (DTT) logs on a daily basis, noting progress, areas for further development, progress to goals, etc. which will serve as a input to IEP discussions.</p>	12% to 22% of the shift, concurrent with essential functions #2,3,9,10,11

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#	Description of Essential Function	Percent of Shift / Notes
9	<p>CROSS-FUNCTIONAL OR INTERDISCIPLINARY COLLABORATION: Confers on a regular basis with teacher in regard to planning and scheduling activities, instructional goals and objectives, pupil progress, and pertinent health or behavior problems; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent will consult with other support service personnel such as Speech Therapists, Occupational Therapists, Health Aides, Child Welfare, other services providers in or out of district and other district personnel who can provide direct or indirect support of a student with special needs; partners with all specialists providing services to assigned students; fosters strong, trusting relationships with students, teachers, parents and other stakeholders; supports the team working toward a goal of providing the least restrictive environment for students in need to encourage student success; helps provide solutions to barriers for students' learning; encourages self-reliance; rewards and positively reinforces student successes.</p>	100% of the shift, concurrent with all other essential functions
10	<p>LOGS / RECORDS / DOCUMENTATION: Establish and maintain daily documentation of specialized physical health care services and procedures which may include administration of medication; updates and maintains medical records; initiates and completes reports and records, such as accident and incident reports; maintains confidentiality of student records in accordance with legal requirements and policies; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent records progress for each student on a regular basis; utilizes Discrete Trial Training (DTT) logs on a daily basis to log student progress; assists in compiling information to provide to parents regarding student work, missing work, advance notices of assignments and behavior, etc.; may grade objective tests utilizing a grade key; may assist with entering attendance into District tracing system; may assist classroom teacher with entering assessment and IEP-related data into SEIS (Special Education Information System) or Paradigm tracking systems; manages positive reward system, based on site-specific programs (i.e. point books, behavior tickets, etc.) and implements rewards; may complete incident/accident reports with student-involved injuries, personal injuries caused by student and/or incidents witnessed; completes bathroom log daily; contributes to medication logs as required.</p> <p>It was further clarified in interviews that incumbent maintains confidentiality, security and integrity of all communications and files related to assigned students; may assist with completing supply requisition forms as needed; files in classroom teacher desk as required; may assist with filing into cumulative files; prepares documents for mailing, as required.</p> <p>Clarification was also provided that incumbent is a mandated reporter, subject to established laws, rules and regulations; notifies classroom teacher of all observations of physical (i.e. rashes, lack of cleanliness, ill-fitting clothing/shoes, bruises, etc.) and emotional health of students; may be required to call Child Protective Services (CPS) to report findings/observation; may provide written report of observations/situation and send to CPS for further handling; maintains utmost confidentiality of all communications, records, conversations and observations, other than where legally-mandated; ensures safety and security of students by complying with all CPS custody orders; monitors appropriate and legally-mandated parent access to students throughout the day.</p>	7% to 16% of the shift, concurrent with essential functions #1,2,3,4,5,7,8,9,12

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#	Description of Essential Function	Percent of Shift / Notes
11	<p>NON-INSTRUCTIONAL DUTIES: Assists teacher in establishing and maintaining a clean, safe, and pleasant classroom and learning environment; performs routine clerical tasks; operates duplicating machines; assembles material for classroom projects; prepares material and masters; answers telephone; may perform incidental typing tasks; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent may assist with A/V equipment and provide support to substitute teachers; performs instructional support by making copies, cutting, gluing, mixing paint, creating posters, etc.; laminates instructional materials as necessary; sharpens pencils; checks the classroom and other designated areas to ensure cleanliness and safety; assists with preparing and organizing materials for classroom or homework; sets up and takes down work areas, centers, displays and exhibits; decorates classroom including hanging student work, posters and educational materials; sets up chairs, desks and tables and reorganizes classroom as necessary; gets activity bins out of closets and replace items once the activities are completed; assists with throwing away trash; refills supplies as necessary; wipes up spills, accidents or messes; cleans/sanitizes tables and other surfaces; assists students with throwing away trash; assists classroom teacher in preparation for special events such as Back-to-School Night, Open House, etc.</p> <p>Incumbent may also escort students to and from office; assists with packing backpacks; retrieves late students from office, etc.</p>	2% to 11% of the shift, concurrent with essential functions #2,3,8,9,10
12	<p>BEHAVIOR MODIFICATION: Implements assigned sections of pupil behavior management plans, which may involve use of approved behavior modification, physical management techniques or other skills or knowledge to establish and maintain appropriate behavior; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent regularly monitors assigned students' behavior and provides behavior modification, within District established guidelines and requirements inside and outside of learning environment; redirects and modifies problematic and disruptive behavior and models appropriate behavior; reinforces positive behavior; ensures students do not disrupt learning environment, including identifying, averting or de-escalating potentially problematic situations for students; implements student behavior management plans, as necessary.</p> <p>It was further clarified in interviews that incumbent may provide long-term, one-on-one support and assistance to and supervision of a student with severe behavioral issues in a classroom setting, utilizing behavior modification techniques such as replacing inappropriate behaviors with appropriate behaviors; extinguishing or eliminating inappropriate behaviors which can vary from highly aggressive actions towards self or others (i.e. spitting, kicking, punching, slapping, biting, scratching, etc.) to destroying property, non-compliance, etc.; provides intervention as necessary for students in duress at risk of injuring themselves or others, including the use of non-violent crisis intervention techniques(NCI) and best practices for safe behavior management in a respectful, safe and non-harmful manner; monitors environment and student behaviors to maintain safety of self as well.</p>	100% of the shift, concurrent with all other essential functions

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#	Description of Essential Function	Percent of Shift / Notes
13	<p>FIRST AID / DISASTER DRILLS / EMERGENCIES: May participate as a member of the appropriate team or committee to assist staff with developing and implementing individual or site crises management plans; establish and maintain daily documentation of specialized physical health care services and procedures which may include administration of medication; under the direction of the school administrator and the procedure observed by a certificated staff member, assists students with taking medication; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent coordinates with site Health Aide for any first aid needs within classroom; may accompany student to Health Office to receive medical assistance; may choose to assess the situation and handle, if properly trained; has access to emergency extension for immediate medical response, should it be required; maintains responsibility for evacuating and/or escorting unaffected students from emergency situation; partners with site Health Aide/LVN to address injuries or sickness; maintains current first aid and CPR certification.</p> <p>It was further clarified in interviews that incumbent may work with a wide variety of medical supplies/first aid supplies, based on needs with assigned student population; may use items such as but not limited to suctioning machines, oxygen machines, G-tube feeding, catheters, etc.</p> <p>Clarification was also provided that incumbent will participate in and manage assigned classroom students during emergency preparedness/disaster drills (i.e. fire drills, lock down drills, full disaster search and rescue drills, etc.), requiring incumbent to assist students from classroom and/or participate in assuming assigned positions for drills.</p>	As needed
14	<p>MEETINGS / TRAININGS / PROFESSIONAL DEVELOPMENT: Attends in-service and staff meetings as required; performs related duties, as assigned.</p> <p>It was clarified in interviews that incumbent maintains professional competence through participation in in-service education activities provided by the District and/or self-selected professional growth activities; participates in regular collaboration meetings with partner teaching staff; participates in site-specific monthly staff meetings, as required by assigned site; participates in monthly department meetings, as required by assigned site; may request additional training activities outside of work hours to be paid for by the District; participates in Professional Development opportunities several times per school year as minimum days; Back-to-School night and Open House is optional for all incumbents.</p> <p>It was further clarified in interviews that incumbent attends initial 2-day NCI Training and maintains current with training bi-annually thereafter; attends biannual first aid and CPR training to maintain certification.</p> <p>Clarification was also provided that incumbent will receive on-demand training to provide appropriate support to students with individualized special needs (i.e. leg brace usage, G-tube feeding, hard-of-hearing support techniques, etc.) assigned to class each academic year; may receive technical training as required for new technologies, equipment, standards or learning approaches; may be trained by District behaviorist for needs identified in individual students.</p>	<p>2-3 times per year, for Professional Development trainings</p> <p>1 time every other year, for CPI, CPR and first aid training</p>

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III. No Marginal/Non-essential Job Functions / Duties

IV. Physical Demands: The ranges listed below encompass the full range of possible physical demands that a Paraeducator – Moderate to Severe could perform as part of the District job classification. Higher physical demands and durations are typically associated with incumbents in classrooms supporting medically fragile and/or moderate-to-severe physically disabled students. The incumbents in this role may also work with autistic students, emotionally disturbed students and/or students with behavioral issues and may not require the upper limits of frequency noted for the activities discussed below, nor do all of the examples given pertain to the incumbent's daily essential duties. However, the incumbent must have the physical capacity to fully function in a Paraeducator capacity when called upon to do so in a Moderate to Severe classroom setting.

Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Weight Bearing				
Standing	Seldom to Frequent	3 Minutes repetitively and broken up with pacing/walking	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Providing instruction in classroom; assisting a student; supervising and observing students in the classroom or on campus; providing demonstrations; decorating classroom boards; reconfiguring classroom; bus/parking lot duty; taking attendance; referencing charts; using classroom technology (i.e. document cameras, laptops, etc.); providing general supervision. Standing is done for short periods at one time, but standing occurs throughout much of the day. Most activities require the ability to change from a standing posture to a walk throughout the entire day. Frequency will depend on teaching style of teacher and needs of students.
Walking	Occasional to Frequent	5 Minutes	1,2,3,4,5,6,7,8,9,11,12,13	Within a learning environment while instructing; moving between locations on a campus; retrieving supplies from supply cabinet or office; walking to and from car; taking students to bus; playground participation activities; adaptive PE (APE) participation activities for support; field trips; escorting students from another classroom/office; making deliveries to students or other classrooms; assisting students on walkers. Incumbents will walk or pace for the majority of the instructional period with shorts breaks of standing or sitting.

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Walking <i>on uneven terrain</i>	Occasional to Frequent	20 Minutes	1,2,3,4,5,6,7,8,9,11,12,13	Within a learning environment while instructing; moving between locations on a campus; retrieving supplies from supply cabinet or office; walking to and from car; recess duty; walking to/from upper campus; taking students to bus; playground participation activities; adaptive PE (APE) participation activities for support; field trips; escorting students from another classroom/office; assisting students on walkers; at sites where there may be construction activities; using stairs in multi-story buildings. Outdoor surfaces can include grass, uneven pavement/ asphalt, curbs, slopes and ramps, artificial turf, cracked sidewalks, speed bumps, tree roots, etc. depending on assigned site.
Running	Infrequent to Seldom	5 Minutes	1,2,4,13	Emergencies situations such as fire, earthquake, etc.; assisting a student in duress; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; chasing students who run off
Jumping	Infrequent to Seldom	Seconds	1,13	Demonstrating motion; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; emergency duties
Climbing <i>ladder, stairs, stools</i>	Infrequent to Occasional	Seconds	1,2,4,9,11,12,13	Using step stools in classrooms to reach bulletin boards/supplies, etc.; using stairs at multi-story sites or around campus; displaying work on bulletin boards; reaching supplies on high shelves; using stairs to access school stages for award ceremonies; assisting students using steps; modeling behaviors and skills for students; demonstrating motion; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy
Balancing <i>above ground</i>	Seldom to Occasional	Seconds	1,2,4,9,11,12,13	Using step stools in classrooms to reach bulletin boards/supplies, etc.; using stairs at multi-story sites or around campus; displaying work on bulletin boards; reaching supplies on high shelves; using stairs to access school stages for award ceremonies; assisting students using steps; modeling behaviors and skills for students; demonstrating motion; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Bending at the waist	Seldom to Frequent	15 Minutes, repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Assisting students who are seated; providing instruction; monitoring students' work; engaging in learning or development activities; picking up items off the floor; cleaning and putting away learning materials; providing first aid; providing physical support; assisting with hygiene/self-care; conducting hand-over-hand instruction; sitting behind/leaning over student to assist with instruction; nutrition support; filing; cleaning duties; using classroom technologies; retrieving supplies from lower shelves/drawers; using office equipment; plugging/unplugging equipment; getting in and out of vehicle. It is noted that incumbent will bend at the waist repeatedly throughout the shift, with sustained bends typically up to 10-15 minutes at a time during hand-over-hand instruction.
Twisting at waist side to side	Occasional to Frequent	Seconds, repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Performing demonstrations while instructing; assisting students from a seated position; writing on whiteboard; monitoring students in classroom; using classroom technologies; performing classroom maintenance duties; passing out papers; retrieving paperwork and other supplies; using office equipment; engaging in conversations between two parties; greeting parties from a seated position; moving items from one side of desk to another; sorting papers; operating office equipment; twisting in desk chair; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; retrieving supplies; filing; providing first aid; providing physical support; assisting with hygiene/self-care. It is noted that incumbent will twist at the waist for seconds at a time, typically numerous times per hour throughout shift

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Stooping <i>slight bend at knees</i>	Seldom to Frequent	5 Minutes repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Depending on the assigned students' abilities, age group, height, etc., may stoop more to provide individualized instruction; assisting students with work; tying students' shoes; picking up dropped items; storing and retrieving supplies on lower shelves/drawers; troubleshooting and using office equipment; filing in lower drawers; plugging/unplugging cords; demonstrating a movement; classroom cleaning and maintenance; assisting with lifting techniques for non-ambulatory students; getting closer visually to a student.; engaging in carpet time; making eye contact with students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; providing first aid; providing physical support; assisting with hygiene/self-care; conducting hand-over-hand instruction; sitting behind/leaning over student to assist with instruction. Incumbent must be able to access low and/or awkward spaces to conduct essential functions.
Squatting	Seldom to Frequent	5 Minutes repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Depending on the assigned students' abilities, age group, height, etc., may squat more to provide individualized instruction; assisting students with work; tying students' shoes; picking up dropped items; storing and retrieving supplies on lower shelves/drawers; troubleshooting and using office equipment; filing in lower drawers; plugging/unplugging cords; demonstrating a movement; classroom cleaning and maintenance; assisting with lifting techniques for non-ambulatory students; getting closer visually to a student.; engaging in carpet time; making eye contact with students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; providing first aid; providing physical support; assisting with hygiene/self-care; conducting hand-over-hand instruction; sitting behind/leaning over student to assist with instruction. Incumbent must be able to access low and/or awkward spaces to conduct essential functions.
Seated / Non-Weight Bearing				

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Sitting	Seldom to Occasional (during instructional day) Infrequent to Frequent (during conference or preparation periods)	5 Minutes (during instructional day) 45 Minutes (during conference or preparation periods)	1,2,3,4,5,6,8,9,10,11,12, 14	Providing instruction or assistance to students; meeting attendance; preparation time; completing paperwork, reports, assessment reports and data collection; conducting assessments; using document camera or other classroom technologies; using adaptive equipment; feeding a student; carpet time; providing hand-over-hand instruction on floor; hygiene duties on floor. Sitting is typically done for no more than 5 minutes at a time unless incumbent is in a meeting or completing required paperwork. Incumbents may sit more if needed to address individual student need or while providing 1:1 or small group instruction.
Driving	Never	N/A	N/A	N/A
Kneeling <i>one or both knees</i>	Seldom to Frequent	5 Minutes repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13	Depending on the assigned students' abilities, age group, height, etc., may kneel more to provide individualized instruction; assisting students with work; tying students' shoes; picking up dropped items; storing and retrieving supplies on lower shelves/drawers; troubleshooting and using office equipment; filing in lower drawers; plugging/unplugging cords; demonstrating a movement; classroom cleaning and maintenance; assisting with lifting techniques for non-ambulatory students; getting closer visually to a student; engaging in carpet time; making eye contact with students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; providing first aid; providing physical support; assisting with hygiene/self-care; conducting hand-over-hand instruction; sitting behind/leaning over student to assist with instruction. Incumbent must be able to access low and/or awkward spaces to conduct essential functions.
Crawling <i>on hands and knees</i>	Infrequent to Seldom	1 Minute	1,2,3,4,5,6,13	Participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; moving among students during carpet time/on floor; plugging/unplugging medical equipment etc.; participating in disaster preparation drills/emergency response

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Lying Down <i>back, side or stomach</i>	Infrequent to Seldom	1 Minute	1,2,3,4,5,6,13	Participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; moving among students during carpet time/on floor; plugging/unplugging medical equipment etc.; participating in disaster preparation drills/emergency response
Arm Movement				
Pushing	Seldom to Frequent	15 Minutes	1,4,5,6,10,11,12,13	Opening/closing doors and drawers; moving desk chairs; sliding desks into place; pushing wheelchairs or other adaptive equipment; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; using cart to move equipment; pushing bucket of supplies to playground; using toys/game parts with students (i.e. wagons, tricycles, etc.); using classroom technologies; moving technology/computer cart; using cart to move testing materials or other supplies; projector screen positioning; using food wagon
Pulling	Seldom to Frequent	15 Minutes	1,4,5,6,10,11,12,13	Opening/closing doors and drawers; moving desk chairs; sliding desks into place; pushing wheelchairs or other adaptive equipment; physically assisting heavier students to a standing position; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; using cart to move equipment; pushing bucket of supplies to playground; using toys/game parts with students (i.e. wagons, tricycles, etc.); using classroom technologies; moving technology/computer cart; using cart to move testing materials or other supplies; projector screen positioning; using food wagon

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Reaching – above shoulder level	Seldom to Frequent	1 Minute	1,2,3,4,5,6,10,11,12,13	Reaching while writing high on whiteboards; putting supplies away on high shelves; getting materials down from high shelving; posting student work; putting up posters or display boards; demonstrating motion to students; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; lifting students; demonstrating motion to student; learning activity games; signaling to student or others; using classroom technologies; signaling to students; bus/parking lot duty. It is noted that incumbent will typically reach above shoulder level for seconds at a time several times per hour throughout shift.
Reaching – at shoulder level	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,10,11,12,13	Writing on whiteboards; putting supplies away on shelves; getting materials down from mid-level shelving; posting student work, posters or display boards; feeding students; hygiene/self-care duties; using changing table; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; signaling to student or others; holding book for students to see while reading; using classroom technologies
Reaching – below shoulder level	Seldom to Continuous	30 Minutes	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Completing paperwork or reports; typing or keyboarding activities; assisting students with work at their desks; providing hand-over-hand instruction; reaching for dropped items; cleaning duties; opening/closing doors; opening/closing drawers, supply cabinets etc.; moving desk chairs; moving desks; pushing wheelchairs or other adaptive equipment; moving medical equipment; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; learning activity games; using cart to move PE equipment; pushing bucket of supplies to playground; using toys/game parts with students (i.e. wagons, tricycles, etc.); conducting assessments; data entry to computer systems; using classroom technologies; wiping desktops or other surfaces; writing/typing reports; taking notes; using reference books or materials

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Steering	Infrequent to Seldom	5 Minutes	2,4	Using wheelchairs; moving medical equipment; steering carts
Neck Movement				
Extension of the neck <i>looking upward</i>	Seldom to Frequent	2 Minutes repetitively	1,2,3,4,5,6,7,9,11,12,13, 14	Observing students from desk or seated position; writing on whiteboards; looking at clock; posting materials on walls/bulletin boards; constant classroom monitoring; conducting assessments; using classroom technologies; instructional duties; cleaning duties; nutrition/hygiene duties; self-care assistance; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student. It is noted that incumbent will extend the neck looking upward numerous times per hour throughout shift, with sustained extension typically no longer than 2 minutes at a time.
Flexion of the neck <i>looking downward</i>	Seldom to Frequent	5 Minutes	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Assisting seated students; completing paperwork or reports; computer usage; clerical work; instructing students; grading papers; cleaning duties; hygiene duties; conducting assessments; writing reports; pushing wheelchairs; moving medical equipment; steering carts safely; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; filing

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds repetitively	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Supervising, observing and instructing students; constant student supervision; bus duty/playground monitoring; writing on whiteboard; providing instruction; retrieving supplies; monitoring campus grounds; communicating with parties; using classroom technologies; attending meetings/conferences; hygiene duties; assisting with feeding; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; signaling to students or coworkers. Incumbent will scan room and campus grounds continuously when working to supervise and monitor students. It is noted that incumbent will twist the neck side-to-side for seconds at a time numerous times per hour throughout shift.

Hand Activities

Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Fine Manipulation	Seldom to Frequent	Seldom to Occasional	5 Minutes repetitively	1,3,4,5,6,7,9, 10,11,12,13	Handwriting; writing reports/checklists; using telephone buttons; using two-way radio buttons; participating in writing or drawing activities; demonstrating fine manipulation skill building with students; grading papers; using keys; using light switches; passing out papers; writing on board; using office equipment; opening/closing/using medical supplies, tubes etc.; handwriting for assessments, notes, etc.; opening food items/wrappers; tying trash bags; assisting with button, snaps, zippers; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student. It is noted that incumbent will typically utilize fine manipulation hand motions for up to 5 minutes at a time many times per hour throughout shift.
Keyboarding / Typing	Infrequent to Seldom	Infrequent to Seldom	2 Minutes	9,10,11	Using computer; using email; typing reports; entering data to SEIS/Paradigm; performing computer research for class use; using classroom technologies.

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Simple Grasp	Seldom to Continuous	Seldom to Frequent	5 Minutes	1,2,3,4,5,6,7, 8,9,10,11,12, 13	Grasping instructional materials; using standard office supplies such as pens, pencils, staplers; using telephone; filing; instructional duties; using keys; holding erasers, etc.; using classroom technologies; setting up/taking down student work; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student
Up & Down Flexion of Wrist	Seldom to Frequent	Seldom to Occasional	1 Minute	1,2,3,4,5,6,7, 10,11,12,13	Providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating activities for students; cleaning activities in classroom; wiping whiteboards; putting student work on bulletin boards; transferring hand from mouse to keyboard; handwriting when taking notes; signaling to students; using classroom technologies; passing out papers; hygiene/nutrition support activities
Side to Side Motion of Wrist	Seldom to Frequent	Seldom to Occasional	Seconds	1,2,3,4,5,6,7, 10,11,12,13	Wiping off tables, boards, desks; writing on whiteboards; demonstrating activities for students; filing; moving hands across keyboard; instructional duties; signaling to students; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; hygiene/nutrition support activities
Turning / Rotation of Wrist or Hand	Seldom to Frequent	Infrequent to Seldom	Seconds	1,3,4,5,6,11, 12,13	Opening door handles; using keys to unlock locked doors or cabinets; demonstrating activities for students; using roller to clear paper jams; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; hygiene/nutrition support activities
Gross Manipulation	Seldom to Frequent	Seldom to Frequent	5 Minutes	1,2,3,4,5,6,7, 11,12,13	Moving instructional/testing materials; handling teacher edition books; stabilizing students as needed; transporting supplies; assisting or lifting students in emergencies; using medical equipment; providing hand-over-hand instruction; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; hygiene/nutrition support activities

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Powerful Grasp/ Tight Grasp	Infrequent to Occasional	Infrequent to Occasional	5 Minutes	2,3,4,5,6,12, 13	Opening heavy door; providing support for a student in crisis if required; using wheelchairs; emergency situations; participating in adaptive PE (APE) classes, playground activities or Occupational Therapy; demonstrating motion to student; pushing supply or technology cart; utilizing CPI techniques

V. Lift/Carry Weight Requirements:

Weight Lifted (lbs.)	Frequency (Range)	Height Lifted	Distance Carried	Notes/Examples	Functions Affected
1 to 10	Occasional to Continuous	Above Shoulder	100+ yards	Books and other educational materials; clipboards; ream of paper (5#); small office supplies; backpacks; classroom supplies; binders; snacks; two-way radio; paperwork; copies; teachers edition book; keys; handouts, purse or briefcase; student chairs; podium; stool; small PE equipment; harnesses; adaptive seats	1,2,3,4,5,6,7,8, 9,10,11,12,13, 14
11 to 25	Occasional to Frequent	To Chest	25 yards	Light office equipment; short stack of books; box of files; binders; teacher edition volumes; pulling/pushing student tables or desks; stacks of student papers; boxes of materials or supplies; classroom technologies (i.e. document cameras, laptops, etc.) on/off cart; testing materials; various pieces of medical equipment; instructional materials for adaptive PE (APE); Rifton chairs; various adaptive equipment items; small students; student backpacks	1,2,3,4,5,6,11, 12,13
26 to 50	Infrequent to Occasional	To Waist	3 yards	Various pieces of medical equipment; various adaptive equipment items (i.e. wheelchairs, standers, walkers, etc.); oxygen tanks	2,4,5,6,12,13
51 to 75	Infrequent to Occasional	Below Waist	<1 yard	Team lifting/transferring students	2,4,5,6,12,13
75 plus	Infrequent to Occasional	Below Waist	<1 yard	Team lifting/transferring students	2,4,5,6,12,13

NOTES: Job description indicates that some positions may require the ability to lift or move students who weigh up to 50 pounds. The incumbent may be required to use a multi-person lift or learn the use of mechanical lifting equipment to lift or move students who weight in excess of 50 pounds or a student of any weight who may present other lifting problems.

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VI. Equipment or Machinery Operated:

Item Description	Frequency of Use	Item Description	Frequency of Use
Office equipment (i.e. copier, fax, laminator, etc.)	Seldom to Occasional	A/V equipment (document camera, VCR/DVD, TV, etc.)	Infrequent to Occasional
Computer and associated peripherals (i.e. printer, scanner, etc.)	Seldom	Classroom Technologies (i.e. smart boards, iPads, etc.)	Seldom to Occasional
Telephone	Seldom to Occasional	Standard office supplies (scissors, stapler, ruler, pens/pencils, hole-punch, etc.)	Occasional to Frequent
Adaptive equipment (i.e. standers, walkers, Rifton chairs, etc.)	Infrequent to Continuous	PE equipment (i.e. bikes, climbing structures, balls, hula hoops, jump ropes, etc.)	Infrequent to Frequent
Instructional materials (i.e. books, resource materials, academic manipulatives, etc.)	Frequent	Various medical equipment and supplies (catheters, oxygen tanks, etc.)	Infrequent to Frequent
Carts (food, TV, etc.)	Infrequent to Seldom	Step Stool	Infrequent to Seldom
Harnesses/safety aids	Infrequent to Frequent	Two way radio	Seldom to Frequent

VII. Environmental Exposures:

Brief Description: Work is performed mostly indoors, utilizing standard modern office equipment and special education assistive devices, in classrooms, offices, therapy rooms, restrooms, etc. Indoor environment is temperature-controlled with heating and air conditioning. Indoor surfaces can include carpet, tile, mats, linoleum, wood floors, etc. Ambient, sometimes excessive, noise is typical. Work may also be performed outdoors such as walking between locations at sites, walking to and from the car for required off-site assignments and attending field trips, bus loading/unloading, community-based instruction outings, Physical Education, etc. Outdoor terrain varies by site and may include concrete, grass, dirt, slopes/ramps, curbs, slippery surfaces, wood chips and sand.

Work Environment/ Situations/Exposures	Frequency of Exposures	Example of Environment / Exposure
Indoors	Frequent to Continuous	Classrooms; offices; therapy rooms; cafeterias; restrooms; supply rooms; multi-purpose rooms; libraries; computer labs
Outdoors	Seldom to Occasional	Walking to and from car; moving between buildings at assigned site; field trip supervision; bus duty; outdoor cafeterias; community-based instruction outings; adaptive PE (APE) attendance; attendance on buses
Contact with Customers, End Users, General Public	Continuous	Regular interaction with students, parents, teachers, coworkers, visitors, therapeutic care providers, other paraprofessionals, administrators and other site personnel
Smells/Scents – e.g., fragrances, synthetic odors, toiletries, food smells	Occasional to Continuous	Student odors; bodily odors; coworkers fragrances; cleaning materials used to disinfect and maintain classrooms/facilities; trees, grass and plant life outside; food odors; white board markers; restroom odors; cafeteria odors. Some classrooms have potential for excessive bodily odors/poor hygiene.

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Traffic – e.g., to be in traffic to perform an essential function	Seldom to Occasional	Attending offsite trainings or meetings; bus duty; community-based instruction outings; field trips; traveling with students on buses if required
Extreme Changes in temperature, humidity, or moisture	Infrequent to Seldom	Indoor temperature is climate-controlled; seasonal weather conditions exist when walking outdoors or participating in outdoor activities; outdoor temperatures can change significantly from start to end of day in the Palmdale area (cool in morning and warm in afternoons) and can get excessively hot seasonally
Fumes/smoke – e.g., chemicals, exhaust, vapor	Infrequent to Seldom	Bus/vehicle exhaust; walking between buildings on campus; walking across parking lot; fumes from grounds keeping equipment
Excessive Noise – e.g. large crowds, sirens, machinery	Seldom to Frequent	School bells; PA system; verbal noise from students which can be louder in a special education classroom; custodial equipment operation; grounds maintenance equipment; student assemblies; meal period/cafe/tertia noise; emergency drills/sirens; suctioning machines and other medical equipment
Working at heights – e.g., scaffolding, ladders	Infrequent to Seldom	Using a step stool to get an item off of a high shelf or when posting student work or other visual aids in the classroom; using stairs in multi-story buildings; assisting in Occupational Therapy; retrieving students from fences, playground equipment, etc.
Lighting – e.g., fluorescent, natural, direct sunlight	Continuous	Fluorescent lighting indoors; direct and indirect sunlight outdoors
Working with Biohazards – e.g., body fluids, blood	Seldom to Frequent	Bodily fluids from students; potential exposure to feces, urine, vomit and blood; may be responsible for diaper changes, toileting assistance, etc.; assisting injured students to Health office; potential for exposure to saliva/spit/biting from students with behavioral issues
Dust, Wind, and/or Pollen	Infrequent to Seldom	Open classroom windows; walking between buildings at some sites; field trip participation; seasonal changes in weather may cause more pollen/dust at times
Vibration – e.g., power tools, jackhammer	Infrequent to Frequent	Pushing or pulling a cart over uneven ground, concrete, uneven door thresholds, etc.; pushing wheelchairs; assisting with certain medical equipment (i.e. suctioning machine, etc.)
Toxic Substances – e.g., corrosives, carcinogens, poisons	Never	N/A
Electrical Hazards – e.g., live electrical wires	Never*	*Plugging and unplugging low voltage equipment only
Explosive Hazards – e.g., bomb threats, chemicals	Never	N/A
Confined Spaces – e.g., attics, manholes	Never	N/A
Mechanical Hazards – e.g., running machinery, conveyor belt	Never	N/A
Near / With Heavy Machinery – e.g., tractor, forklift	Never	N/A

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Other – e.g., unique aspects of work environment	Infrequent to Continuous	May deal with aggressive students having behavioral issues and may need to restrain a student to deescalate a situation; incumbent may be required to take steps to protect self from harm; students may suddenly drop to ground, pulling incumbent arm/shoulder/hand quickly down; students may jump into incumbent arms suddenly
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VIII. Communication / Sensory Demands:

Sensory Demand / Method	Frequency (Range)	Functions Affected	Notes/ Examples
Smell: Ability to sense odors, to make an assessment / judgment of a situation e.g. smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals.	Seldom to Occasional	1,2,6,13	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; awareness of electrical burn or natural gas leaks; awareness of accidents or need for diaper changes; spoiled food that shouldn't be consumed; awareness of smells that may trigger sensitivity in autistic students; awareness of drug/alcohol odors on students or parents
Sight: Ability to distinguish objects e.g. to work safely in open areas with obstacles, to operate vehicles, machinery or equipment, avoid stationary objects, deduce space and apply spatial reasoning.	Continuous	1,2,3,4,5,6,7,8,9,10,11,12,13,14	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate equipment safely; exposure to computer screens; constant and keen visual observation of students and learning environment; monitoring student behavior; providing safety/security in learning environment; completing paperwork; assessing health of students; conducting assessments with checklists; awareness of emergency situations; ability to discern color to describe individuals, etc.; utilizing colored worksheets and pens for instruction purposes

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<p>Hearing: Ability to actively listen; oral comprehension, to perceive and react to sonic communication or noise e.g. to receive instruction, to communicate via radio, cell phone or telephone.</p>	Continuous	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Hear in the normal audio range with or without correction; exposure to classroom noise; working with students on articulating sounds; conducting assessments; communicating with students, parents, etc.; constant and keen auditory observation of students and learning environment; hear alarms on medical equipment; timers for behavior modification; monitoring students; providing safety/security in learning environment; interacting with students and other parties; awareness of emergency situations/drills; actively participating in meetings
<p>Speaking: Ability to orally communicate information and ideas verbally so others will understand e.g. to verbally engage with customer base, to give instruction, to advise, to warn or to instruct.</p>	Frequent to Continuous	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Assisting co-workers; responding to phone calls; attending to visitors' needs; active meeting participation; instructional duties; management of emergency situations; utilizing two-way radio; interacting with support personnel, students, parents, etc.; translation duties; conducting assessments; providing reinforcement to students; positive behavior modification techniques
<p>Reading: Ability to understand written sentences and paragraphs in work related documents and related materials e.g. labels, equipment safety instructions, manuals, work orders.</p>	Seldom to Frequent	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Printed material; computer data; forms; emails; handwritten notes and messages; instructing in reading; conducting assessments; reading IEPs; using SEIS/Paradigm system; reading directions on medical equipment; completing checklists/DTTs; using email; conducting on-line research; communicating in written format with parents and others

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Writing: Ability to communicate by way of written materials, to communicate information and ideas in writing, to document e.g. work orders, noting files, signing off on documents, create letters.	Seldom to Frequent	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Handwriting; computer data entry; instructional duties; memorandums; maintaining notes in physical files; conducting assessments; contributing to IEPs; email; use of SEIS/Paradigm systems; taking notes; completing forms or checklists/DTTs; communicating clearly in writing
Math: Ability to understand and apply mathematics, to compute / rationalize a series of numeric variables to come to an accurate conclusion e.g. measuring materials, estimating project cost, time management.	Seldom to Occasional	1,3,5,8,9,10,12,13	Simple calculation checks on data entry being verified; computing progress to goals; attendance duties; instructing in mathematics and related subjects; calculating grades; calculations for medical care/supplies; calculating time-out; usage of percentages, ratios, etc. on a regular basis

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that incumbent receives the following as needed: latex gloves; changing table paper; antibacterial soap and hand sanitizer are provided. Incumbent receives annual blood borne pathogen training; first aid and CPR training every other year. Incumbent participates in all legally required trainings for position, as well as any elective or District-provided training as assigned. Incumbent has regular access to first aid kits and fire extinguishers.

X. Required Qualifications:

Education/Training/Experience:	Any combination of training and experience that would likely provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Education: High school diploma or GED, and one of the following: Completion of two years of higher education study, OR possession of an Associate's or higher level degree, OR successful completion of an assessment that demonstrates knowledge of, and the ability to, assist in teaching reading, writing, and mathematics or mathematics readiness. Experience: One year paid experience providing related health care services. Completion of 30 college semester units in nursing or other appropriate health-related field may substitute for six months of the required experience.
Knowledge Of:	Elementary concepts of child development and behavior; behavior modification techniques and strategies; basic characteristics of human behavior and the unique needs of exceptional children; proper health care techniques, including those outlined in "Major Duties and Responsibilities"; clean, sterile treatment techniques; cardiopulmonary resuscitation and first aid techniques; community emergency medical resources; personal hygiene practices; basic communication skills; reading, writing and speaking in English.
Ability To:	Communicate with students and staff and motivate students to participate in learning activities; maintain emotional control under difficult situations and effectively react to emergencies; learn and adapt to new

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	procedures and conditions , and learn to tutor students in any subject matter or to work with students who have special learning needs; recognize and report safety hazards; learn laws, rules, practices, and procedures related to public education for students and related to the program to which assigned; assist in the supervision of students in the classroom and out of doors; encourage positive learning patterns and behavior; assist teachers and administrators in dealing with behavior disorders; successfully operate one or more pieces of special medical equipment after receiving appropriate training as specified above in "Major Duties and Responsibilities"; safely and skillfully perform the specialized health care services as directed or required; recognize and effectively respond to emergency and/or hazardous conditions; assist with maintaining, on district-approved form(s), accurate daily written documentation of specific services performed; recognize the need to provide for personal privacy and dignity of the student; demonstrate competence in basic cardiopulmonary resuscitation; perform routine clerical work such as incidental typing, sorting, measuring, cutting, filing, and duplicating; establish positive communication with pupils, and motivate them to participate in learning activities; maintain patience and tact in working with children with physical/emotional needs; communicate effectively, both orally and in writing; establish and maintain cooperative relationships with those contacted in the course of work
Licenses / Certifications:	Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance; possession of valid CPR and First Aid certificate prior to the completion of employee's probationary period
Optional Second Language Requirement:	Some positions in this classification may require the ability to speak, read and write a second language in addition to English.
Work Environment and Physical Characteristics:	Some assignments require constant attention to protecting physical safety in a classroom where students, because of the nature and severity of their disabilities are accident prone, or because of assaultive or self-abusive tendencies could cause serious injury to themselves or others. Must be in general good health as job may require physical strength, stamina, agility, dexterity, good hearing, and good central and peripheral vision. Some positions may require the ability to lift or move students who weigh up to 50 pounds. The incumbent may be required to use a multi-person lift or learn the use of mechanical lifting equipment to lift or move students who weight in excess of 50 pounds or a student of any weight who may present other lifting problems. May assist in transporting pupil from home to school and return. Some positions in this classification may require the availability of private transportation.

XI. Work Functions / Functional Manifestations:

Mental / Psychological Demand	Required (Yes / No)	Functions Affected	Notes / Example
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions.
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11,12, 13,14	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions.

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REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations.
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information.
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9,10,11,12,13,14	Ability to negotiate with, instruct or influence people; ability to convince or direct others; ability to perform work activities requiring negotiating, explaining or persuading. May need to influence parents, therapy specialists, office staff, general education educators and students.

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XII. Participants:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Job Title	Signature	Date
Colleen Sawyer	Principal, Palmdale Discovery Center		6/23/16
Jessica Arreola	Paraeducator – Moderate to Severe		6/23/16

XIII. Methods of Gathering Information:

Observation of Duties: NO	Referred to an Existing Job Description: YES	Interview of Participants: YES; 06/21/2016
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In order to develop this Essential Functions Job Analysis, the Consultant noted below objectively gathered information which was identified and contributed by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFJA:

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Essential Functions Job Analysis

STUDENT INTERVENTIONIST

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Introduction

An Essential Functions Position Analysis (EFPA™) describes the classification/position and not the work of an individual employee. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFPA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFPAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

POSITION TITLE	DEPARTMENT / DIVISION
STUDENT INTERVENTIONIST	VARIOUS SCHOOL SITES

I. Classification/Position Summary:

Under the direction of the site administrator, or designee, this position supports student achievement by assisting in maintaining standards of behavior and discipline among students at District schools in order to help teachers stay focused on classroom instruction; providing a liaison among individual youths, school authorities, parents, and community organizations in order to clarify problems, improve school-community relations, and promote safe students practices both in and out of the classroom

Position Details	Part time; hourly
Work Hours / Hours per Week	Typical workdays are 8:15 a.m. to 2:00 p.m.; 5 days per week; 5.75 hours per day; 28.75 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	No
Paid / Unpaid Breaks	Per the CSEA MOU: A fifteen (15) minute compensated rest period shall be provided to all unit members for each four (4) hour period of service. The rest period herein described shall be taken at the direction of the immediate supervisor at or near the midpoint of each four (4) hour period of service. It was clarified in interviews with Incumbent that breaks are taken as workload demands allow.
Position represented by a Collective Bargaining Agreement?	Yes; CSEA (California School Employees Association)

NOTES: N/A

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II. Essential Functions of Classification/Position:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Functions

Actual assignment hours may vary. This document is based on a 5.75-hours day and 28.75 hours per week schedule.

#	Description of Essential Functions	Percentage of Typical Work Day / Notes
1	<p>IDENTIFICATION AND INTERVENTION PLAN DEVELOPMENT: Serve as a campus resource to students, staff and parents in identifying particular problems and finding solutions to resolve conflicts/distractions that interfere with instruction and learning; perform other related duties, as assigned.</p> <p>It was clarified in interviews that incumbent typically receives referrals for intervention services from teachers, school site administrators, office staff, and school counselors. Caseload was reported to be in the range of 20 - 30 students per school site. Typically, an in-person assessment is performed, utilizing standard tools and techniques to assess students' needs; includes parent(s) in assessment meeting if possible, depending on issue(s), interest level, etc. Assessments identify student barrier issues for school attendance / success. The most common barrier issues can include, (homelessness, food scarcity, incarceration, poverty, substance abuse, violence, trauma.) Incumbent completes standard interview form or takes notes; writes report based on outcomes of the assessment process; develops follow-up strategies / improvement plan based on findings; makes referrals to supportive services agencies; provides supportive encouragement and advocacy to students and parents.</p>	<p>Up to 87% of the workday, concurrent with essential functions #2,3,4,5,6,7,8,9,10,12</p>
2	<p>IMPLEMENTATION / MONITORING STUDENT SUPPORT PLAN: Encourage students to develop and maintain regular school attendance, observe school grooming and dress guidelines, dedication to good study habits and respect for fellow students and faculty; advise youth on positive ways to manage conflict and model positive alternative strategies for interaction with each other and school personnel; perform other related duties, as assigned.</p> <p>It was clarified in interviews that incumbent closely monitors student progress and attendance visiting students identified for intervention services. Commonly visits students in classroom environment to observe and provide additional support attempting to enhance and preserve the learning environment; if deemed necessary may establish attendance goals for students and parents to encourage regular attendance; provides appropriate intervention strategies to assist with these goals; identifies new or developing issues that may be barriers for school success / attendance and makes appropriate recommendations or</p>	<p>Up to 87% of the workday, concurrent with essential functions #1,3,4,5,6,7,8,9,10,12</p>

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
	referrals if needed.	
3	<p>STUDENT / PARENT COLLABORATION: Work both in individual and small group settings with at-risk and intentional non-learners to discuss issues that are affecting academic achievement and that are counter-productive to achieving positive educational outcomes; perform other related duties, as assigned.</p> <p>It was clarified in interviews that incumbent conducts regular in person collaboration sessions with students and parents; oversees students in a variety of settings to assess issues in relation to academic and social progress; acts as liaison on behalf of students to coordinate access to, and delivery of, health, mental health, public assistance, and other community services; confers, as needed, with teacher, nurse or site administrator on special issues of assigned students; thoroughly explains and correctly models strategies/techniques used to both facilitate skill acquisition and correctly implement the behavior protocols; compiles progress monitoring data to evaluate progress to goals on established individual improvement plan for assigned students.</p>	Up to 50% of the workday, concurrent with essential functions #1,2,4,5,7,9,10,12
4	<p>BEHAVIOR INTERVENTION / SUPPORT: Intervene to prevent confrontations and unsafe activities between and among students in order to prevent lost instructional time; react quickly and prudently in crisis situations and interventions; apply appropriate measures to enforce school regulations; support the educational program by providing information pertaining to potential disruptions and unsafe activities on or near District campuses; perform other related duties, as assigned.</p> <p>It was clarified in interviews that incumbent is typically assigned to a SCT school crisis team and trained in Non-violent Crisis Intervention (NCI). If a student in crisis is identified the student interventionist and / or SCT team would respond to the student location and assist with de-escalation of the student. Incumbents do not typically engage physically with students, unless there is possibility of injury to student, self or others; extreme behavior issues are referred to administration or school resource officer for handling; may also pull a student out of the classroom or other school setting to assist in behavior issues and apply techniques to assist in de-escalation and re-directing behaviors.</p>	Up to 50% of the workday, concurrent with essential duties #1,2,3,5,7,9,10,12
5	<p>FAMILY / COMMUNITY OUTREACH: Attend and participate in relevant school-wide meetings and events, as needed.</p> <p>It was clarified in interviews that incumbent may perform home visits with another staff member (i.e. school resource officer, counselor, school site administrator or AP) and at the direction of the School Site Administrator. Incumbents may accompany staff in district vehicle to visit home environments to perform further assessments or check on student well-being in order to foster students' success in school.</p> <p>It was further clarified that incumbents may assist student parents in obtaining parenting skills and works closely with District Parent Liaison; this typically includes referrals to community resources, recommending written and on-line resources or support groups.</p>	As Needed

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
6	<p>RECORD KEEPING / DOCUMENTATION / REPORTING: Knowledge of Community organizations involved with social and youth services, educational programs provided in the community; ability to communicate effectively, both orally and in writing, with proper English usage, spelling, grammar and punctuation; ability to write clearly, concisely, and accurately assess and report events or incidents.</p> <p>It was clarified in interviews that incumbent maintains a current resource handbook / list of local referrals and refers families to school and District services and community agencies as needed; enters notes about student behavior into Infinite Campus as needed; may participate or provide input to student IEP (Individualized Education Plan) meetings; create incident reports for any significant event or altercations observed in the course of duties; may utilize Excel, Google Docs, e-mail or other word processing software adopted by the District; performs basic clerical functions required in the gathering, maintaining, and analyzing of data needed for, and related to, student referrals, family needs, and other areas needed for successful job performance.</p> <p>It was further clarified that incumbents maintain awareness of student aspirations for all assigned students; regularly documents progress to goals; performs descriptive and quantitative data gathering on an ongoing basis; reviews related paperwork to confirm assessments are made, programs are implemented, and ensures accuracy of findings; may participate in regular progress meeting for assigned students; completes progress monitoring notes for students; accesses email on a daily basis; maintains strict confidentiality of all information and data.</p>	Up to 100% of the workday, concurrent with essential functions #1,2,3,4,5,7,8,9,10,12
7	<p>COMMUNICATION / COLLABORATION: It was clarified in interviews that incumbent establishes working relationships with social services, counseling agencies, family service associations, and other related agencies; coordinates school programs and assistance from public and private agencies and services; may serve as a member of the Student Success Team (SST).</p> <p>It was further clarified in interviews that incumbent works in collaboration with multiple district, city, county and private agencies in a school-based and school-linked integration model to direct and manage the delivery of outreach services to students identified for services and their families; refers students to other public / private community agencies as appropriate.</p> <p>It was also clarified in interviews that incumbent maintains good public relations with those involved in educating the student and assisting with addressing behavioral / mental issues in assigned students; communicates with parents through a variety of means, including notes, email, phone, texting and face-to-face during pick-up or drop-off times daily, as needed; holds parent conferences on a regular basis to discuss the individual student's progress and interpret school programs; assists in identifying student needs; cooperates with other professional staff members in assessing and helping solve health, behavioral and learning issues for assigned student population; collaborates closely with Counselors and other school staff; coordinates with a cross-functional, multi-disciplinary group to ensure</p>	100% of the workday, concurrent with all other essential functions

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
	documentation is up-to-date; consults with other support service personnel such as attendance technician, speech therapists, nurses, occupational therapists, psychologists, Child Welfare, Family Community Liaison, and other district personnel who can provide direct or indirect support of a student with additional needs.	
8	EQUIPMENT OPERATION / MAINTENANCE: It was clarified in interviews that incumbent will independently operate a variety of standard modern office equipment including but not limited to copiers, scanners, shredders, fax machines, printers, etc.; may operate multi-line telephone systems; utilizes small office supplies such as pens/pencils, staple remover, post-its, etc. Incumbent will also access a variety of databases and systems; independently utilizes software such as but not limited to Excel, PowerPoint, etc., utilizes computers and/or iPad to conduct essential functions, conduct on-line research, analyze data, provide information, etc.	Up to 80% of the workday, concurrent with all other essential functions
9	POLICIES AND PROCEDURES: Knowledge of District and school rules and procedures to be followed by students; comply with confidentiality, licensing, and legal requirements, as well as the District's code of ethics. It was clarified in interviews that incumbent maintains awareness of and enforces District and school regulations pertaining to all assigned students; provides guidance to students, parents, support partners, etc. regarding violation of rules and regulations. Clarification was also provided that incumbent is a mandated reporter required to know and follow the process and laws regarding the reporting of known or suspected child abuse or neglect to the county child welfare department or a local law enforcement agency.	100% of the workday, concurrent with all other essential functions
10	MEETING ATTENDANCE / PROFESSIONAL DEVELOPMENT: It was clarified in interviews that incumbent maintains professional competence through participation at in-service education activities provided by the District and/or self-selected professional growth activities; completes online / web-based, District assigned training; participates in site-specific faculty meetings, as required by assigned site or supervisor. It was further clarified in interviews that incumbent meets with other student interventionists monthly to share best practices, lessons learned, techniques/strategies for various situations, etc.; meets informally with supervisor regularly as needed and formally once per month; attends any other meetings assigned by supervisor or District.	6-8 hours per month
11	DRIVING: Possession of an appropriate, valid California driver's license prior to the completion of the probationary period. Ability to be covered under the District property/liability insurance. It was clarified in interviews that incumbent generally works a one worksite and driving is rarely necessary to perform essential functions. Occasionally off-site meeting attendance and trainings are required, and incumbent is required to provide transportation.	Zero to 18% of the workday, as required based on assigned site(s)

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
12	<p>TRANSLATION DUTIES (ONLY FOR DESIGNATED BILINGUAL ASSIGNMENTS): Ability to speak in a language other than English may be required for some Student Interventionist positions.</p> <p>It was clarified in interviews that incumbent may provide oral translation from English to a second language and back; explains educational system, letters, processes, policies and procedures, etc. to non-English speaking parents; provides translation during meetings if needed. Incumbent will arrange for interpreter for other languages through District or approved outside agency if needed.</p>	Up to 60% of the workday, as required based on assigned site(s)

III. No Non-Essential Functions:

IV. Physical Requirements:

Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Weight Bearing Activities				
Weight Bearing (standing & walking)	Occasional to Frequent	3 Hours	1,2,3,4,5,7,8,10,12	Conducting assessments; using office equipment; observing students at school on playground, etc.; conversing with coworkers, students and others; greeting students in morning to reinforce attendance; cafeteria, recess, bus, duties.
Standing	Seldom to Occasional	10 Minutes	1,2,3,4,5,7,8,10,12	Conducting assessments; using office equipment; observing students at school on playground, etc.; conversing with coworkers, students and others; greeting students in morning to reinforce attendance; cafeteria duties.
Walking	Seldom to Occasional	5 Minutes	1,2,3,4,5,7,12	Escorting students from classrooms; observing/evaluating students at school; walking around assigned school site(s); walking to/from vehicle to/from assigned school site(s); operating office equipment; meeting with teacher and others.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Walking <i>on uneven terrain</i>	Seldom to Occasional	5 Minutes	1,2,3,10	Walking to playground, to office, to classrooms; walking to office equipment; performing home visits; evacuation drills. Incumbent may walk on slopes, over curbs, ramps and stairs and also through sand, gravel, dirt, grass and on athletic field/track and play equipment, depending on assigned school site(s) and age of student.
Running	Infrequent to Seldom	2 Minutes	2,4	Running to assist student in danger or in a conflict; performing immediate harm prevention activities; running to chase after a student who is running away. Any instances of running are related to crisis intervention duties.
Jumping	Infrequent to Seldom	Seconds	2,4	Jumping over equipment to assist student in danger or in a conflict; demonstration of activities and play.
Climbing <i>ladder, stairs, stools</i>	Seldom to Occasional	1 Minute	1,2,3,4,5,7,10	Climbing up playground equipment to retrieve a child; using step stool to retrieve supplies; using stairs at multi-story school sites.
Balancing <i>above ground</i>	Seldom to Occasional	3 Minutes	1,2,3,4,5,7,10	Assisting student on playground equipment; demonstrating play and assisting students to play on outdoor equipment; using step stool; using step stool; hanging posters; using stairs at multi-story school sites.
Bending <i>at the waist</i>	Frequent	1 Minute repetitively	1,2,3,4,5,6,7,8,10,11,12	Assisting seated students from standing position; cleaning work space; picking up materials; preparing activities/assessments; communicating with student at lower level; assisting multiple students in a table top activity; tying shoes; crisis prevention intervention activities; sitting to meet with students.
Twisting at waist <i>side to side</i>	Occasional to Frequent	Seconds repetitively	1,2,3,4,5,6,7,8,10,11,12	Cleaning work space; demonstrating activity; retrieving supplies; preparing activities; performing clerical work; performing table top activities with students; crisis prevention intervention activities.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Stooping <i>slight bend at knees</i>	Seldom to Occasional	2 Minutes	1,2,3,4,12	Assisting students; reaching for materials out of cabinets; hanging material on lower portion of wall; stooping to communicate with student in a sitting position; demonstrating activities; crisis prevention intervention activities; lifting cart of supplies from car seat/trunk. Incumbents assigned to younger students will bend, stoop and squat more often than incumbents assigned to older students.
Squatting	Seldom to Occasional	2 Minutes	1,2,3,4,9,12	Assisting students; reaching for materials out of cabinets; hanging material on lower portion of wall; stooping to communicate with student in a sitting position; demonstrating activities; crisis prevention intervention activities; lifting cart of supplies from car seat/trunk. Incumbents assigned to younger students will bend, stoop and squat more often than incumbents assigned to older students.
Other / Sedentary / Non-Weight Bearing				
Sitting	Occasional to Frequent	30 Minutes 1 Hour (SST or IEP meetings)	1,2,3,4,5,6,7,8,9,10,11,12	Performing assessments; conducting on-line research; completing paperwork; assisting with preparation of activities; demonstrating behavior; working with students at computer or table activities; writing up reports and entering data; attending meetings or trainings; driving. Frequency will vary depending on daily activities, site(s) supported, and student(s) assigned.
Driving	Infrequent to Occasional	30 Minutes	11	Attending offsite meetings or trainings
Kneeling <i>one or both knees</i>	Seldom to Occasional	2 Minutes	1,2,3,4,9	Working with younger, shorter students; demonstrating activities; cleaning activities; picking up dropped items; crisis prevention intervention activities.
Crawling <i>on hands and knees</i>	Infrequent to Seldom	Seconds	4,7	Games and demonstration; emergency situations; picking up dropped items; plugging/unplugging equipment; crisis intervention activities, crawling under desks or furniture to talk to a student in crisis.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Lying Down <i>back, side or stomach</i>	Infrequent to Seldom	5 Minutes	4,7	Games and demonstration; emergency situations; laying down next to a student to talk to a student.
Upper Extremity / Arm Movement				
Pushing	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7,8	Opening/closing doors/drawers; using wheeled carts of materials; rearranging furniture; maneuvering a student during crisis prevention intervention activities; demonstrating a motion; assisting student in a wheelchair.
Pulling	Seldom to Occasional	5 Minutes	1,2,3,4,5,6,7,8	Opening/closing doors/drawers; using wheeled carts of materials; rearranging furniture; maneuvering a student during crisis prevention intervention activities; demonstrating a motion; assisting student in a wheelchair.
Reaching – above shoulder level	Seldom to Occasional	2 Minutes	1,4,7	Reaching for books and materials on higher shelves; reaching for files stored overhead; demonstrating activities; crisis prevention intervention activities; signaling to coworkers and others; installing posters and other hanging materials.
Reaching – at shoulder level	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,7,8,9,12	Closing car trunk after retrieving supplies; holding a book to read to students; working at computer; retrieving supplies; demonstrating activities; crisis prevention intervention activities.
Reaching – below shoulder level	Occasional to Frequent	30 Minutes repetitively	1,2,3,4,5,6,7,8,9,10,11,12	Reaching for materials on a desk; reaching to assist student; cleaning work space; demonstrating activities; writing reports; conducting assessments; performing on-line research; crisis prevention intervention activities; all computer and data entry work; handwriting notes; driving.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed	
Steering	Infrequent to Occasional	30 Minutes	11	Driving; using roller cart for supplies	
Cervical Spine / Neck Movement					
Extension of the neck <i>looking upward</i>	Seldom to Occasional	2 Minutes	1,2,3,4,5,6,7,8,9,10,12	Observing, monitoring and supervising students; retrieving supplies; hanging materials on wall; talking with students from a seated position when student standing; looking from keyboard to monitor; filing in higher drawers.	
Flexion of the neck <i>looking downward</i>	Occasional to Frequent	15 Minutes repetitively	1,2,3,4,5,6,7,8,9,10,11,12	Observing, monitoring and supervising sitting students from standing position; performing computer work; writing reports, logs and data records; reading or assisting with writing or table activity; setting up for an activity; driving; conducting on-line research.	
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds repetitively and throughout whole workday	1,2,3,4,5,6,7,8,9,10,11,12	Observing, monitoring and supervising students; setting up materials; performing computer work; communicating with teachers; demonstrating activity; driving.	
Upper Extremity / Hand Activities					
Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Fine Manipulation	Occasional	Seldom to Occasional	5 Minutes	1,2,4,5,6,7,8	Handwriting; assisting with buttoning, tying shoes, etc.; demonstrating fine motor activity; using keys, iPad usage; utilizing manipulatives.
Keyboarding / Typing	Occasional to Frequent	Occasional to Frequent	15 Minutes (typical) 60 Minutes (report writing)	1,2,6,7,8	Typing conferencing notes; completing progress monitoring reports; entering notes into system; conducting on-line research; preparing for (SST) and (IEP) meetings.

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Simple Grasp	Occasional to Frequent	Occasional	1 Hour	1,2,3,4,5,6,7,8, 11	While holding supplies, materials, paperwork; holding students' hands; clerical duties; iPad usage; portable radio; demonstrating motions; telephone; grasping assessment instruments; using toys/games; driving.
Up & Down Flexion of Wrist	Occasional to Frequent	Seldom to Occasional	Seconds repetitively	1,2,3,4,5,6,7,8	Handwriting; keyboarding; preparing materials and activities; reading a book; assisting students with activities; crisis prevention intervention activities.
Side to Side Motion of Wrist	Seldom to Occasional	Seldom to Occasional	Seconds repetitively	1,2,3,4,5,6,7,8	Handwriting; keyboarding; preparing materials and activities; filing; cleaning work space; assisting students.
Turning / Rotation of Wrist or Hand	Seldom	Seldom	Seconds repetitively	1,2,3,4,5	Opening door handles; using keys in ignition and locked doors; demonstrating activity; preparing materials.
Gross Manipulation	Infrequent to Seldom	Infrequent to Seldom	1 Minute	1,4,7,8	Rearranging furniture; transporting boxes of supplies; crisis prevention intervention activities.
Powerful Grasp/ Tight Grasp	Infrequent to Seldom	Infrequent to Seldom	1 Minute	4,7	Crisis prevention intervention activities; lifting box of supplies onto cart, out of trunk, car seat, etc.

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V. Lift/Carry Weight Requirements:

Weight Lifted / Carried (lbs.)	Frequency	Max. Height Lifted	Distance Carried	Examples of How Activity is Performed	Occurs in Essential Function(s)
1 to 10	Frequent	Above Shoulder	100 Yards	Office/school supplies; books; files; paperwork; backpacks; clerical supplies; water bottles; student lunch bags; receiving donations; moving backpacks; keys; clipboard; cell phone; iPad	1,2,3,4,5,6,7,8,9
11 to 25	Infrequent to Occasional	To Chest	50 Yards	Laptop; box of books, supplies, learning materials; pushing furniture such as tables and chairs; pushing wheelchair; receiving boxes of donations	1,3,6,7,9
26 to 50	Infrequent to Seldom	Below Waist	1 Yard	Lifting box of supplies/donations onto cart; box of copier paper (#40)	1,3,6,7,9
51 to 75	Never	N/A	N/A	N/A	N/A
75 plus	Never	N/A	N/A	N/A	N/A

NOTES: It was clarified in interviews with incumbents may deal with aggressive students having behavioral issues and may need to restrain a student to deescalate a situation; incumbent may be required to take steps to protect self from harm.

VI. Operational Requirements:

Description of Equipment/Machinery/Vehicle	Typical Work Day Usage/Operation	Description of Equipment/Machinery/Vehicle	Typical Work Day Usage/Operation
Computer and associated peripherals (i.e. printer, scanner, etc.)	Seldom to Frequent	Office equipment (i.e. fax, copier, etc.)	Seldom to Occasional
Telephone / Cellphone	Seldom to Occasional	iPad	Seldom to Occasional
Carts	Infrequent to Seldom	Personal vehicle	Infrequent to Seldom

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VII. Work Environment:

Summary / Overview of Environmental Conditions: Work is performed mostly indoors, utilizing standard modern office equipment and special education assistive devices, in classrooms, offices, restrooms, etc. Indoor environment is temperature-controlled with heating and air conditioning. Indoor surfaces can include carpet, tile, mats, linoleum, wood floors, etc. Ambient, sometimes excessive, noise is typical. Work may also be performed outdoors such as walking between locations at sites, walking to and from the car for required off-site assignments and attending field trips, playground duty, bus duty, community-based instruction outings, PE etc. Outdoor terrain varies by site and may include concrete, grass, dirt, slopes/ramps, curbs, slippery surfaces, wood chips and sand.

Workplace Environment/ Conditions/Exposures	Frequency	Description
Indoors	Seldom to Continuous	District buildings; school classrooms; school offices; cafeteria; meeting rooms; home visits
Outdoors	Seldom to Frequent	To and from buildings; playground observation; lunch/recess periods outdoors; bus loading and unloading
Customer / Public Contact	Continuous	Students; co-workers; parents; school psychologists; program personnel; nurse or health care provider; IEP team members; community partners (police, fire, etc.); non-public agency liaison
Fragrances / Scents / Odors	Occasional to Frequent	Bodily odors from students and co-workers; perfume/cologne; lotion; sunscreen; potential for urine, feces, vomit, depending age and state of assigned students; food odors; cleaning supplies; grass clippings; agricultural activities
Traffic	Infrequent to Occasional	Driving to attend offsite meetings and trainings; parking lot traffic at school sites
Humid / Wet / Extreme Heat	Infrequent to Occasional	Indoor environment is climate controlled; seasonal weather exposure outdoors; performing home visits
Chemicals / Cleaners / Fumes / Vapors	Seldom to Occasional	Exhaust from bus and cars when in parking lots; walking to and from buildings; landscaping equipment fumes
Excessive Noise / Decibels	Infrequent to Seldom	Assemblies; PA announcements; student noise; school bell; large groups of students; lawn and groundskeeping equipment noise
Working Above Ground	Seldom to Occasional	Standing on playground equipment; using step stool; climbing stairs at multi-story sites
Lighting / Lumen	Continuous	Fluorescent / LED lighting indoors; direct/indirect light outdoors
Bloodborne Pathogen Exposure / Working with Biohazards	Infrequent to Seldom	Potential exposure to vomit, urine, feces, depending on age of assigned students, but is not responsible for clean-up; potential for spitting from students
Dust, Fine Particles, Allergens	Seldom to Occasional	During outside activities or through open doors and windows (varies depending on location, activity and weather conditions)
Vibration	Infrequent to Seldom	Rolling bag or cart over uneven surfaces or door thresholds
Corrosives / Toxic Substances	Never	N/A
Low / High Voltage	Infrequent to Seldom	Plugging/unplugging low voltage equipment only

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Dangerous / Explosive Hazards	Never	N/A
Confined Spaces	Never	N/A
Machinery	Never	N/A
Exposure to / Operation of Heavy Machinery	Never	N/A
Other	Continuous	It was clarified in interviews that incumbent will be responsible to assist students unable or unwilling to stand during behavioral episodes; students may lash out with fists and hit, bite, spit or scratch during episodes. Incumbents may not regularly need to perform emergency intervention and response tactics but must be able to do so at any time to protect the safety of students and staff.

VIII. Communication Abilities / Sensory Functioning:

Sensory Demand / Method	Frequency	Performed in Functions	Notes / Examples
Smell: <i>Distinguish odors, able to smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals, etc.</i>	Seldom to Occasional	1,2,3,4,5,7,8,9,10	Emergency situations; ability to smell fire or foreign substance to alert other personnel
Sight: <i>Distinguish objects, depth perception, field of vision, color identification, near and far acuity necessary to operate equipment, machinery, etc.</i>	Continuous	1,2,3,4,5,7,8,9,10 11,12	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate equipment; exposure to computer screens; ability to maintain safety/security when alone with students; assessing student behavior; observing students on school site
Hearing: <i>Comprehend oral language and sounds and react appropriately.</i>	Continuous	1,2,3,4,5,7,8,9,10 11,12	Hear in the normal audio range with or without correction; exposure to noise; ability to respond to students making sounds or talking softly; conducting conferencing session with students; using telephone; exchanging information with other parties; active participation in SST and other meetings and trainings

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Speaking: <i>Orally communicate information and ideas with comprehension</i>	Frequent to Continuous	1,2,3,4,5,7,8,9,10,12	Assisting students and providing instruction; assisting co-workers, responding to phone calls; ability to respond to students making sounds or talking softly; conducting conferencing session with students; using telephone; exchanging information with other parties; active participation in SST and other meetings and trainings; giving presentations or training
Reading: <i>Comprehend the written word</i>	Occasional to Frequent	1,2,3,4,5,6,7,8,9,10,11,12	Printed material; IEPs, progress reports; assessments; on-line research; computer data, forms; email usage; handwritten notes; using databases; reading street signs; reading warning labels
Writing: <i>Composing communications in writing</i>	Occasional to Frequent	1,2,6,7,9,12	Handwriting; computer data entry; memorandums; written reports; assessment findings; database use; email usage; preparing notes
Math: <i>Compute a series of numeric variables, measurements,</i>	Seldom to Occasional	1,2,3,6,7,12	Simple computations; averaging, charting and basic algebra; daily living math use; counting money and assisting with other life skill training; computing caseload; computing mileage; tracking attendance statistics

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was verified in interviews that a first aid kit, latex gloves, CPR mask, fire extinguishers are readily available at all sites; antibacterial soap and hand sanitizer is provided. Incumbent participates in all legally required trainings for position, as well as any elective or District-provided training as assigned by Supervisor.

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X. Position Qualifications:

Education/Training/Experience:	Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Education: Equivalent to completion of high school, preferably supplemented with college-level courses in sociology, child and adolescent growth/development, ethnic studies and group dynamics, or related field. Experience: Two years' experience working with problem youth in educational, rehabilitation, social, or violence prevention programs.
Knowledge Of:	Child and Adolescent behavior. Community organizations involved with social and youth services; educational programs provided in the community. Cultural sensitivity, diversity, and relationships among groups within the school community. Attitudes of youth with tendencies toward intentional non-learner behaviors. Mediation and conflict resolution techniques which curtail aggressive behaviors. Standards of courtesy and behavior to be observed by students. Gang activities, vocabulary, terms and gang influence among youth served by the school. District and school rules and procedures to be followed by students.
Ability To:	Work effectively with students, school personnel, parents, community groups, and public agencies. Recognize unacceptable situations and student behavior. Apply appropriate measures to enforce school regulations. Persuade individuals to take a constructive course of action. Encourage mediation and conflict resolution practices. Demonstrate patience, understanding and respect toward students. Gain trust and confidence of individual students and groups and maintain confidentiality of communication, as needed. React quickly and prudently in crisis situations and interventions. Interact positively with members of various ethnic and socio-economic groups. Communicate effectively, both orally and in writing, with proper English usage, spelling, grammar and punctuation. Write clearly, concisely, and accurately; assess and report events or incidents. Operate assigned hand communication equipment.
Licenses / Certifications:	Possession of an appropriate, valid driver's license. Possession of an appropriate, valid California driver's license prior to the completion of the probationary period. Ability to be covered under the District property/liability insurance.
Other:	Ability to speak in a language other than English may be required for some Student Interventionist positions.

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XI. Mental and Psychological Demands of Position:



Mental / Psychological Demand	Required (Yes / No)	Occurs in Essential Functions	Notes / Examples
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9,10,11,12	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions.
MEMORY	YES	1,2,3,4,5,6,7,8,9,10,11,12	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations.
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9,10,11,12	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9,10,11,12	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8,9,10,11,12	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8,9,10,11	Ability to negotiate with, instruct or supervise people; ability to convince or direct others; ability to perform work activities requiring negotiating with, explaining or persuading.

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XII. Persons Interviewed:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Position Title	Signature	Date
Roxanne Dashti	School Site Administrator		10/18/19
Elisa Castillo	Student Interventionist		10/22/19

XIII. Sources:

Observed Position Performance: YES, April 19, 2019 (site visit and photography for related position)	Job Description Utilized for Document Creation: YES, Undated	Interviewed Participants: Yes; October 4, 2019
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In order to develop this Essential Functions Position Analysis, the Consultant utilized information which was provided by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFPA: Matthew McSorley, Consultant Essential Functions Position Analysis Development Shaw HR Consulting, Inc. 107 N. Reino Road # 414 Newbury Park, CA 91320 Phone: 805.498.9400 Fax: 805.498.3535 matthew@shawhrconsulting.com

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Essential Functions Job Analysis
TECHNOLOGY SUPPORT LIAISON

PALMDALE SCHOOL DISTRICT
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ESSENTIAL FUNCTIONS POSITION ANALYSIS™

Introduction

An Essential Functions Position Analysis (EFPA™) describes the classification/position and not the work of an individual employee. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFPA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFPA's are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

POSITION TITLE	DEPARTMENT / DIVISION
TECHNOLOGY SUPPORT LIAISON	TECHNOLOGY SERVICES

I. Classification/Position Summary:

Being itinerant and under the general supervision of the Manager of Technology Services, the Technology Support Liaison is dispatched from the District Office for the implementation, maintenance, and support of hardware and software. Provides technical support including problem resolution services for the operation of personal computers, peripheral equipment, and networks located in classrooms, computer labs, libraries, and administrative offices. Provides instruction and support for hardware operation and software application to staff, students and parents.

Position Details	Full time (11 months); Hourly
Work Hours / Hours per Week	Full time shifts typically start between 7:00 a.m. and 8:00 a.m. and end between 4:00 p.m. and 5:00 p.m.; start time may vary depending upon needs of assigned worksite; 8 hours per day; 40 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	Yes, as preapproved or assigned; holiday work is possible in the event of an emergency call out
Paid / Unpaid Breaks	Two 15-minute paid breaks and a 30-60-minute unpaid duty-free meal period depending in assigned site and workload
Position represented by a Collective Bargaining Agreement?	Yes, California School Employees Association (CSEA)

NOTES: Technology Support Liaison provides routine technology support to computer users at site locations. Technology Support Liaison is distinguished from District Technology Staff as the duties are to disseminate routine technical assistance to classrooms, computer labs or offices for hardware implementation and software applications, whereas District Technology Staff classifications are primarily responsible for design, installation, maintenance, trouble-shooting, and administration of District-wide core infrastructure, hardware, and applications.

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II. Essential Functions of Classification/Position:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Functions

Actual assignment hours may vary. This document is based on an 8-hour day and 40 hour per week schedule.

#	Description of Essential Functions	Percentage of Typical Work Day / Notes
1	<p>TECHNOLOGY TROUBLESHOOTING / DIAGNOSING: Provides help desk services; assigned to work orders for technical assistance from school sites or departments on networks, personal computers, laptops, printers, and other peripheral equipment including but not limited to electronic whiteboards, projectors, and other educational technology; troubleshoots, diagnoses, and resolves routine hardware problems; refers more complex requests/problems to District Technology Staff for resolution; diagnoses routine hardware malfunctions; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent serves as the initial point of contact and receives, documents and coordinates problems reported to IT helpdesk; troubleshoots, diagnoses and resolves first- and second-level hardware, software and peripheral problems; refers more complex problems to District level technology staff, network administrator and/or vendors for resolution; documents actions taken in response to problems and requests; trains, advises and assists users with technical issues related to computer software and hardware; removes excessive computers from District domain; maintains information on computer accounts and disables and removes invalid computers; utilize various office and computer equipment in the performance of the essential functions, including computers, laptops, iPads, Chromebooks, printers, scanners, servers, Promethean® boards, databases, components, small hand tools, etc.; assists with troubleshooting coworker cell phones or handheld devices; receives work orders, phone calls, emails to troubleshoot issues; works remotely or at user's site to research issues, diagnose and respond to system user questions and issues; investigates and independently resolves issues if possible; provides hard drive, memory, application, audio/video and screen support needs; provides software/application installation and usage for district sites and products (i.e. Class Link, Google Classroom, Infinite Campus, SEIS, Frontline Education, etc.); assists with VDI and establishing virtual classroom environments; extracts data from damaged hard drives; installs new hard drives; utilizes flash drives as needed to transfer information.</p> <p>It was further clarified in interviews that incumbent performs cleaning and formatting of devices; installs software protection as needed; independently conducts and/or oversees repairs of all computers and associated peripherals (i.e. printers, scanners, large format printers, Promethean® boards, 3D printers, Cricut, poster printers, laser cutters, robotics,</p>	Up to 88% of the shift, concurrent with essential functions #2,4,5,6,7

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	<p>etc.), staff laptops/desktops, televisions and projectors; collaborates with vendor about software issues; arranges for warranty repairs; processes any necessary warranty repairs/replacements.</p> <p>Clarification was also provided in interviews that incumbent disassembles malfunctioning computers, iPads, Chromebooks and saves undamaged parts to be replaced/reused; replaces defective components; installs new hardware; cleans/destroys hard drives of data and stores non-informational sensitive parts for recycling; prepares recycled materials for pickup.</p> <p>It was also clarified in interviews that the position of Technology Technician position is not currently staffed by the district; currently Technology Support Liaisons will contact District level technology staff for support if needed.</p>	
2	<p>COMPUTER CONFIGURATION / MAINTENANCE: Install /deploy and configure standard software and hardware at school sites and departments in accordance with established criteria; installs and configures replacement equipment refers more complex installations to District Technology Staff for resolutions replaces peripheral components and performs other minor maintenance and repair; may performs server backup or ensure that automatic processes are occurring in accordance with established procedures for systems serving the school sites and departments; administrates user accounts and reset passwords; assists users in requesting creation of custom account access privileges for various computer systems; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent installs/updates operating systems, software and applications as required or requested by staff; provides all linkages into system; works with MDMs as needed; ensures compliance, integration and maintenance aspects of all systems; conducts tests on hard drives; joins and removes devices from domains/network; provides configuration support; performs system operations such as backup and pushing updates for end-users when needed; performs data backup and recovery; is responsible for scheduling and deploying software fixes/patches as they are identified; conducts regular computer imaging to deployment server; erases various devices when being replaced and recycled.</p> <p>It was also clarified in interview that the position of Technology Technician position that is included in the current job description is not currently staffed by the district; currently Technology Support Liaisons will contact District level technology staff for support if needed.</p>	Up to 88% of the shift, concurrent with essential functions #1,3,4,5,6,7

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3	<p>COMPUTER / EQUIPMENT SET UP: Knowledge of methods and techniques for the installation and configuration of hardware, software and network connectivity; methods and techniques for troubleshooting, determining the causes of and resolving hardware and software problems and device errors and failures; read and interpret diagrams, specifications and manufacturers' instructions for the operation of digital instructional equipment other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent receives and installs new computers, iPads, Chromebooks, laptops as well as their peripherals (i.e. keyboards, printers, mice, document cameras, Promethean® boards, projectors, etc.); loads District software and applications for both Microsoft Windows and Apple iOS (iPads) operating systems for staff devices; sets up computer and electronic equipment in offices, classrooms, various departments; sets up staff logins; configures wireless networking of tablets, desktop and laptop computers; plugs in computers and conducts basic wiring from wall to device; provides systems maintenance as required; disassembles and performs maintenance and upgrades on various computers and work stations as needed; partners with staff to provide basic first level technical support (i.e. rebooting, login information, charging, etc.); configures and connects devices to Mobile Device Manager (MDM) and assigns to staff.</p> <p>It was further clarified that incumbent conducts District moves and replacements of a variety of computer equipment typically on a 4-year lifecycle; may provide cabling from wall to other devices such as televisions, projectors, etc.; assists in simple wiring needs from wall to devices.</p>	Up to 88% of the shift, concurrent with essential functions #2,5,6,7
4	<p>STAFF TRAINING: Assists school site, department staff, and students in the operation and uses of computers and related equipment and software applications; maintains user operations and procedural manuals; provides end user training in hardware operations and software applications; ensures integrity of proprietary data and protects data systems; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent will perform minor training to District staff in computer usage and new equipment roll outs, basic troubleshooting and diagnosing of minor computer or networking issues; provides hands-on training, partnering in work activities, example setting, etc.; assists with diagnosing complex issues needing extensive expertise and knowledge; works with active directory to assist end-users with technology situations.</p>	Up to 12% of the shift, concurrent with essential functions #1,2,5,7

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5	<p>TOOL AND EQUIPMENT OPERATION: Knowledge of methods and techniques for troubleshooting, determining the causes of and resolving hardware and software problems and device errors and failures; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent operates computer and electronic equipment (i.e. printers, scanners, large format printers, Promethean® boards, 3D printers, Cricut, poster printers, laser cutters, robotics, staff laptops/desktops, televisions and projectors, etc.) in the daily course of work; operates a variety of tools in the repair and maintenance of District computers and other electronic equipment; utilizes small hand tools (i.e. Allen wrenches, screwdrivers, hammers, etc.); uses power tools (i.e. drills, etc.); utilizes prybar; climbs ladders (A-frame up to 8') and step stools; utilizes pallet jacks, hand carts and dollies; may drive District vehicle.</p> <p>It was further clarified that incumbent cleans and fuels vehicle as needed; maintains hand and power tools; replaces toner and paper in printers; reports any needed equipment maintenance to Supervisor.</p>	<p>Up to 88% of the shift, concurrent with all other essential functions</p>
6	<p>REPORTS / RECORDS / INVENTORY MAINTENANCE: Documents user request forms and actions taken in work order logs; produces appropriate reports; prepares various reports, as required or requested; maintains inventory of personal computers, laptops, printers, hardware, devices, and other technology systems; documents software installed on each technology asset; assists in ordering parts and supplies necessary to repair and maintain technology equipment; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent manages a variety of records and logs in support of running an efficient technical services environment; completes work orders with work performed, parts used and end result and section code for billing; maintains electronic equipment inventory containing warranty information and serial or identification numbers; maintains software licenses; issues asset tags for all hardware items; obtains Return Authorization from vendors regarding warranties and tracks return; maintains confidentiality of information related to District employees; utilizes District provided email.</p> <p>It was further clarified in interviews that incumbent conducts yearly inventory of equipment serial numbers and locations throughout District; documents moves to track location equipment/serial number throughout year; logs out destroyed equipment and enters new equipment into inventory log; this typically occurs at the end of the school year and can take days of work to complete.</p>	<p>Up to *88% of the shift, concurrent with essential functions #1,2,3,4,6,7,9</p> <p>*Highest percentages are experienced at the end of the school year.</p>

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#	Description of Essential Functions	Percentage of Typical Work Day / Notes
7	<p>COMMUNICATION / COLLABORATION: Establish and maintain highly effective customer-focused working relationships with departmental users, administrators, cafeteria staff, teachers, students, other District and site staff, vendors, parents and others encountered in the course of work; advises on technology equipment purchase requests from sites and departments to ensure compatibility; provide user desktop support for software and hardware; participates on various technology committees; serves as technical liaison between sites and District Office; provides information for budgetary purpose; refers major repair of hardware to District Technology Staff while acting as a liaison between the District Office and sites; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent consults with vendors to ensure operational integrity, maintenance and system reliability; trains users and provides support to ensure proper, secure and effective hardware, software and system operations; analyzes information and communications systems in consultation with various District sites to meet their requirements; works with a wide variety of partners to efficiently perform duties, including but not limited to coworkers, internal clients, students, purchasing, facilities maintenance, network providers, industry professionals, external vendors/contractors, as well as cross functionally with all other District employees in the course of work; communicates via phone, email and in person; informs department staff of site visit expectations; hosts or facilitates video conferencing; maintains positive work environment; encourages a team approach; helps provide solutions to remove barriers; professionally represents the District through words, deeds and actions.</p>	100% of the shift, concurrent with all other essential functions
8	<p>MEETINGS / TRAINING: Attends training seminars, meetings, and reviews technical resources to keep abreast of cutting-edge technology; other duties as assigned and appropriate.</p> <p>It was clarified in interviews that incumbent may attend monthly staff meetings depending upon site needs or requirements; meets informally with supervisor as required; attends department meetings as requested; meets with end-users for basic trainings for proper use and care of computer equipment; trains on software and program usage; attends trainings on software, new platforms, new equipment, troubleshooting, etc.; may attend workshop or conferences; complete any District or OSHA-mandated trainings for position (i.e. blood borne pathogens, sexual harassment, etc.); participates in emergency drills as required.</p>	<p>4 to 6 hours per month</p> <p>May attend trainings lasting a full day</p>
9	<p>DRIVING: Possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance.</p> <p>It was clarified in interviews that incumbent drives to various District sites/departments to perform work; drives to meetings and trainings; may procure supplies and materials from local vendors; picks up and drops off equipment as needed throughout District; may drive to multiple sites if necessary or assigned.</p> <p>It was further clarified that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, remain alert, nimble and prepared, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy urban environment filled with pedestrians, skateboarders, bicyclists, etc.</p>	Up to 14% of the shift, concurrent with essential function #5,9

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III. No Non-Essential Functions:

IV. Physical Requirements:

Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Weight Bearing Activities				
Weight Bearing <i>(standing & walking)</i>	Seldom to Continuous	2 Hours	1,2,3,4,5,6,7,8	Conducting iPad, Chromebook, deployment; assisting employees and teachers with computer and equipment operation; operating office equipment; audio visual set-up (i.e. projectors, smart boards, etc.); troubleshooting computer equipment; working in server closets; setting up technology carts; walking to different classrooms and offices around campuses; walking around computer labs; walking to and from vehicle; providing user support; delivering computer supplies and lab carts to classrooms; imaging computers
Standing	Seldom to Occasional	30 Minutes	1,2,3,4,5,6,7,8	Conducting iPad and Chromebook deployment; assisting employees and teachers with computer and equipment operation; operating office equipment; audio visual set-up (i.e. projectors, smart boards, etc.); troubleshooting computer equipment; organizing technology cart; working in server closets; setting up computer lab carts; imaging computers. It was clarified in interviews that standing workstations are available and higher standing frequencies are expected while utilizing a standing workstation.
Walking	Occasional to Continuous	10 Minutes	1,2,3,4,5,6,7	Walking to different classrooms and offices around campuses; walking to District office if nearby; walking around computer labs; walking to and from vehicle; providing user support; delivering computer supplies and technology carts to classrooms; delivering rolling Promethean® boards to classrooms or site

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Walking <i>on uneven terrain</i>	Seldom to Occasional	5 Minutes	2,3,5,7	Walking to and from vehicle; walking around campus and to District office; participating in evacuation drills; moving technology carts and Promethean® boards over uneven concrete, cracks and thresholds. Surfaces may include slopes, stairs, asphalt, concrete, grass and dirt when outdoors.
Running	Never*	N/A	N/A	*Emergencies only in situations such as fire or earthquake
Jumping	Never	N/A	N/A	N/A
Climbing <i>ladder, stairs, stools</i>	Seldom	Seconds	1,2,3,4,5	Using step stool and A-frame ladders to access ceiling projectors and smart boards; changing projector bulbs; adjusting audio settings in ceiling vault (T-bar) accessing upper storage or shelves; using stairs
Balancing <i>above ground</i>	Seldom to Occasional	5 Minutes	1,2,3,4,5	Using step stool and A-frame ladders to access ceiling projectors and smart boards; changing projector bulbs; adjusting audio settings in ceiling vault (T-bar) accessing upper storage or shelves; using stairs
Bending <i>at the waist</i>	Occasional to Frequent	Seconds at a time, Repetitively 1 Minute Sustained	1,2,3,4,5,6,7,8	Assisting staff and teachers; retrieving supplies from lower shelves; gaining access to computer cables; picking up boxes; installing computers; loading/unloading boxes; changing toner in printer and troubleshooting computer equipment; filing; plugging/unplugging equipment; turning on computer located under desk; reaching for materials on or around desk; picking up dropped items; getting in and out of vehicle; retrieving drone; assembling computer carts. It is noted that incumbent will bend at the waist repeatedly throughout the shift but will typically not hold a sustained bend for more than 1 minute at a time.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Twisting at waist <i>side to side</i>	Occasional	Seconds at a time, Repetitively	1,2,3,4,5,6,7,8	Assisting staff and teachers; retrieving paperwork and other supplies; gaining access to computer cables; installing computers; loading/unloading boxes; replacing ceiling projectors and bulbs; accessing server closets; conversations with others; moving items from one side of desk to another; rebuilding computers; looking from paperwork on desk to computer screen; operating office equipment; twisting in desk chair; scanning
Stooping <i>slight bend at knees</i>	Infrequent to Occasional	1 Minute	1,2,3,4,5,6,7	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; filing; lifting boxes/equipment; troubleshooting computer equipment; installing computers; loading/unloading boxes; gaining access to computer cables; checking servers; using office equipment; putting paper in copier; picking up dropped items; removing devices from technology carts; plugging/unplugging cords; reaching outlets on walls or under desks; wiring under desks; getting under furniture to access computers; picking up desktops; assembling computer carts. Incumbent must be able to move into tight spaces to access plugs and wiring.
Squatting	Infrequent to Seldom	1 Minute Repetitively	1,2,3,4,5,6,7	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; filing; lifting boxes/equipment; boxing up items for shipping; troubleshooting computer equipment; installing computers; loading/unloading boxes; gaining access to computer cables; checking servers; using office equipment; picking up dropped items; plugging/unplugging cords; reaching outlets on walls or under desks; wiring under desks; getting under furniture to access computers; picking up desktops; assembling computer carts. Incumbent must be able to move into tight spaces to access plugs and wiring.

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Other / Sedentary / Non-Weight Bearing				
Sitting	Occasional to Continuous	2.5 Hours	1,2,3,4,5,6,7,8,9	Analyzing data; working in databases; much computer/keyboarding work; researching software and equipment; imaging computers; researching and troubleshooting user issues; writing reports; attending meetings and trainings; talking on phone; driving; repairing devices and computers
Driving	Infrequent to Occasional	30 Minutes	5,9	Driving to various school sites; attending offsite meetings and trainings
Kneeling <i>one or both knees</i>	Infrequent to Occasional	10 Minutes	1,2,3,4,5,6,7	Storing and retrieving supplies, files and reference materials located on floor or from lower storage cabinet; filing; lifting boxes/equipment; troubleshooting computer equipment; installing computers; loading/unloading boxes; gaining access to computer cables; checking servers; using office equipment; putting paper in copier; picking up dropped items; accessing devices in technology carts; plugging/unplugging cords; reaching outlets on walls or under desks; wiring under desks; getting under furniture to access computers; picking up desktops; assembling computer carts. Incumbent must be able to move into tight spaces to access plugs and wiring.
Crawling <i>on hands and knees</i>	Infrequent to Seldom	Seconds	1,2,3,5	Accessing tight spaces for computer installation/wiring under desks; plugging/unplugging equipment
Lying Down <i>back, side or stomach</i>	Infrequent to Occasional	5 Minutes	1,2,3,5	Accessing tight spaces for computer installation/wiring under desks; wire management; plugging/unplugging equipment

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Upper Extremity / Arm Movement				
Pushing	Occasional to Frequent	10 Minutes	1,2,3,4,5,6	Opening/closing file drawers and supply cabinets; re-positioning computers; use of a cart to transport computers, boxes of equipment; conducting iPad or Chromebook deployment; using office equipment; installing computers; loading/unloading boxes; opening/closing doors; moving desk chairs; loading paper in copy machine; holding equipment into position; moving reams of paper to copier; moving files/folders/boxes across surfaces; assisting paper into scanner/copier; using hand trucks/cart for moving equipment around; maneuvering technology carts and wheeled Promethean® boards.
Pulling	Occasional	5 Minutes	1,2,3,4,5,6	Opening/closing file drawers and supply cabinets; re-positioning computers; use of a cart to transport computers, boxes of equipment; conducting iPad and Chromebook deployment; using office equipment; installing computers; loading/unloading boxes; pulling cords and cable; opening/closing doors; moving desk chairs; loading paper in copy machine; moving reams of paper to copier; moving files/folders/boxes across surfaces; assisting using hand trucks/cart for moving equipment around; maneuvering technology carts
Reaching – above shoulder level	Seldom	2 Minutes	1,2,3,5,7	Getting materials or supplies from a high cabinet; reaching into server closets; installing computers; loading/unloading boxes; accessing/replacing ceiling projectors, smart boards, etc.
Reaching – at shoulder level	Seldom to Frequent	5 Minutes	1,2,3,4,5,6,7,8,9	Accessing servers, computer systems; getting materials or supplies from a middle and high cabinets; typing while standing; flying drones; writing on the whiteboard; building and maneuvering technology carts and wheeled Promethean boards®

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Reaching – below shoulder level	Frequent to Continuous	2 Hours	1,2,3,4,5,6,7,8,9	Performing most desk work; computer use and repairing; data entry; troubleshooting; reviewing documents; handwriting/printing notes; collating and filing paperwork; using office equipment; installing computers; loading/unloading boxes; plugging/unplugging equipment; assisting staff and teachers in Computer Lab, Library, classrooms, etc.; steering carts and hand truck; driving; building and maneuvering technology carts and wheeled Promethean® boards; imaging computers
Steering	Infrequent to Occasional	30 Minutes	1,3,5,7,9	Using hand cart to move computers or equipment; technology carts and wheeled Promethean® boards; driving vehicle; utilizing hand truck
Cervical Spine / Neck Movement				
Extension of the neck <i>looking upward</i>	Seldom to Occasional	30 Minutes	1,2,3,4,5,6,7,8	Accessing servers, electronic systems; getting materials or supplies from a high cabinet; reaching into server closets; loading/unloading boxes; signaling to parties; talking/assisting standing persons while sitting; looking at mounted computer screens on walls; replacing ceiling-mounted projectors and bulbs; climbing ladders; flying drones
Flexion of the neck <i>looking downward</i>	Frequent	15 Minutes Intermittently up to 2 Hours	1,2,3,4,5,6,7,8,9	Utilizing computer and other equipment; conducting online research; researching; handwriting/work orders; troubleshooting and installing computers; loading/unloading boxes and servers; pulling/pushing computer cables, cords and wiring; keyboarding activities; rebuilding computers; assisting teacher with computer and software use; working in databases; accessing servers; using office equipment

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Physical Activity Performed	Frequency	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds Repetitively	1,2,3,4,5,6,7,8,9	Referencing multiple screens at one time; assisting staff and teachers and talking with multiple persons; computer data input from written documentation; verifying data; accessing spaces for computer installations; grabbing tools; working across more than one computer screen at a time; connecting cables; driving; steering hand truck and carts. It is noted that incumbent will typically twist the neck repetitively throughout the entire shift.

Upper Extremity / Hand Activities

Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Fine Manipulation	Frequent	Occasional to Frequent	2 Hours	1,2,3,4,5,6,7,8	Taking notes; writing on reports; pushing buttons on cell phone; disconnecting and connecting cables; computer and electronics parts repairs; finger movements on mouse for scrolling and clicking; using small hand tools; using tablet screen and laptop pad; zip tying computer cables; repairing devices and computer; recycling parts from devices; operating drone controls
Keyboarding / Typing	Occasional to Continuous	Occasional to Continuous	1 Hour	1,2,3,4,5,6,7,8	Computer use; email use; accessing ticket system; online research; data entry; extracting data; writing reports; troubleshooting computer issues; server access; database management; imaging computer. It was clarified in interviews with incumbents that typing can occur during entire workday highest frequencies are experienced during inventory duties where device serial numbers are added to database and incumbent will type with micro breaks.

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Simple Grasp	Occasional to Frequent	Seldom to Occasional	45 Minutes	1,2,3,4,5,6,7,8,9	Using and manipulating files, paperwork and office supplies; computer and electronics parts repairs; using office equipment; grasping telephone receiver/cell phone; filing; handling documents and materials; driving; using standard office supplies such as pens/pencils, staplers, etc.; computer cable connection duties; zip tying computer cables; drone use; using camera or device to photo document activities
Up & Down Flexion of Wrist	Occasional to Frequent	Occasional to Frequent	Seconds Repetitively	1,2,3,4,5,6,7,8	Using office equipment such as a printer and scanner; computer and electronics parts repairs; utilizing hand tools; collating and reviewing documents and files; filing; writing; moving hand between mouse and keyboard; repetitive typing; handwriting when taking notes; computer installations; computer cable connection duties; signaling to coworkers; inventory/counting equipment; using staple remover; fixing paper jams; maneuvering dolly; zip tying computer cables; operating drone controls
Side to Side Motion of Wrist	Occasional to Frequent	Occasional	Seconds Repetitively	1,2,3,4,5,6,7,8	Repeated and constant utilization of mouse during computer work; computer and electronics parts repairs; utilizing hand tools; swiping tablet; moving smaller office supplies; sorting files and papers; writing on whiteboards; wiping off tables, desks and other surfaces; handwriting; moving supplies across desk surface; repetitive typing; computer installations; computer cable connection duties; collating paperwork; guiding paper into scanner feeder; maneuvering dolly; zip tying computer cables
Turning / Rotation of Wrist or Hand	Seldom to Occasional	Infrequent to Seldom	Seconds	1,2,3,7,9	Opening doors; using keys; operating office equipment; turning ignition in vehicle; fixing copy machine/scanner jams; regular and repeated use of computer mouse; use of small hand tools

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Physical Activity Performed	Dominant Hand	Non - Dominant Hand	Maximum Time Performed Before Break	Occurs in Essential Function(s)	Examples of How Activity is Performed
Gross Manipulation	Seldom to Frequent	Seldom to Frequent	10 Minutes	1,2,3,5,6	Moving boxes of hardware around office space; carrying stacks of laptops/iPads; moving computer hardware and supplies; computer installations; maneuvering large format printers; moving technology carts, moving wheeled Promethean® boards; lifting boxes/equipment/printers; maneuvering computer cart, hand truck
Powerful Grasp/ Tight Grasp	Seldom to Frequent	Seldom to Frequent	Seconds Repetitively	1,2,3,5,6,9	Moving boxes of hardware around office space; carrying stacks of laptops/iPads; pushing a cart with computers and other equipment; maneuvering technology carts; moving wheeled Promethean® boards; lifting boxes/equipment/printers; computer installation; hand truck; utilizing drill

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V. Lift/Carry Weight Requirements:

Weight Lifted / Carried (lbs.)	Frequency	Max. Height Lifted	Distance Carried	Examples of How Activity is Performed	Occurs in Essential Function(s)
1 to 10	Occasional to Frequent	Above Shoulder	300 Yards	Manuals; paperwork; ream of paper (5#); office supplies; laptops and tablets; briefcase or backpack; printer/copier supplies such as toner and staple packs; keys; small hand tools; cell phone; projectors, bulbs and filters; cords and cable	1,2,3,4,5,6,7,8
11 to 25	Seldom to Frequent	To Shoulder	30 Yards	Computer laptops/tablets stacked 3-4 at a time; boxes of supplies; lifting hardware/computer onto carts; A/V equipment; desk top computers; monitors; printers; certain universal power supply	1,2,3,4,5,6
26 to 50	Seldom to Occasional	To Shoulder	3 Yards	Boxes of computer hardware; desktop computers (30#); boxes of supplies; CPU towers; monitors; large printers (50#); certain universal power supply (50#); box of paper	1,2,3,4,5,6
51 to 75	Never	N/A	N/A	N/A	N/A
75 plus	Never	N/A	N/A	N/A	N/A
NOTES: N/A					

VI. Operational Requirements:

Description of Equipment/ Machinery/Vehicle	Typical Work Day Usage/Operation	Description of Equipment / Machinery/Vehicle	Typical Work Day Usage/Operation
Computer / laptop / tablet and associated peripherals (i.e. printers, scanners, etc.)	Frequent to Continuous	Servers	Infrequent to Seldom
A/V equipment (i.e. projectors, smart boards, document cameras, etc.)	Seldom to Occasional	Hand truck / dolly	Infrequent to Occasional
Printer, fax, copy machine	Seldom to Occasional	Telephone	Occasional to Frequent
Small office supplies (i.e. stapler, pens/pencils, hole punch, paper cutter, etc.)	Seldom to Occasional	Personal vehicle	Infrequent to Occasional
Technology carts	Infrequent to Occasional	Small hand tools (i.e. wrench, screwdriver, hammer, etc.)	Infrequent to Occasional
Power tools (i.e. drill, etc.)	Infrequent to Seldom	A-frame ladder / step stool	Infrequent to Seldom

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VII. Work Environment:

Summary / Overview of Environmental Conditions: Work is performed primarily indoors in classrooms and offices that are climate-controlled, utilizing standard modern office and computer equipment. Flooring of work environment may consist primarily of carpet, linoleum and tile. Work is performed in environments that are subject to constant ambient noise and frequent interruptions. Incumbent walks outdoors to and from other classrooms or the vehicle for required assignments; when walking outdoors incumbent may encounter surfaces such as asphalt, concrete, slopes, curbs, uneven pavement and grass.

Workplace Environment/ Conditions/Exposures	Frequency	Description
Indoors	Frequent to Continuous	Offices; classrooms; meeting rooms; various District sites; computer/server closets; computer labs; libraries
Outdoors	Seldom to Frequent	To and from vehicle; walking around on campus; assisting with promotion ceremonies/events
Customer / Public Contact	Occasional to Continuous	Coworkers; teachers; administrators; vendors; clients; external partners; students
Fragrances / Scents / Odors	Occasional to Frequent	Perfume/cologne; bodily odors of co-workers/students; food odors; toners used in copiers/printers; cleaning materials used to disinfect and maintain facilities; trees, grass and plant life outside; white board markers; electronic equipment alcohol wipes; exhaust from cars, buses; electrical dust burning from computers; hand sanitizer
Traffic	Infrequent to Occasional	Walking to and from parking lot; driving/walking to other District sites; attending off site meetings or trainings
Humid / Wet / Extreme Heat	Infrequent to Occasional	Buildings are climate-controlled; seasonal weather when walking outdoors or between buildings; temperatures may exceed 100 degrees during certain times of the year
Chemicals / Cleaners / Fumes / Vapors	Infrequent to Occasional	Exhaust from cars, buses; malfunctioning equipment; inks; frayed wires
Excessive Noise / Decibels	Occasional to Frequent	Server rooms; sirens in local area; student noise; PA announcements; school bell; emergency drill sirens; traffic; multiple computer fans running; students
Working Above Ground	Infrequent to Seldom	Step stool or ladder to access high storage or access projectors, smart boards, etc.
Lighting / Lumen	Continuous	Fluorescent / LED lighting indoors; direct or indirect sunlight outdoors; flashlight
Bloodborne Pathogen Exposure / Working with Biohazards	Infrequent to Seldom	May be exposed to biohazards (i.e. urine, vomit, blood) from students, but incumbent is not responsible for cleaning up; students coughing/sneezing; viruses and bacteria found in school environment; student keyboards
Dust, Fine Particles, Allergens	Seldom to Frequent	Computer dust; open doors or office windows; exposed to weather and seasonal weather conditions; cleaning inside of the computers
Vibration	Infrequent to Occasional	Pushing technology carts, supply carts, wheeled Promethean® boards; dollies and hand truck over uneven ground; using power tools (i.e. drill, etc.)
Corrosives / Toxic Substances	Never	N/A
Low / High Voltage	Seldom to Occasional	Plugging/unplugging computers and other equipment into low voltage outlets; exposure to UPS (Uninterruptable Power Supply) near office space

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Dangerous / Explosive Hazards	Never	N/A
Confined Spaces	Infrequent to Frequent	network closet
Machinery	Infrequent to Occasional	Running computer fans; using power tools (i.e. drill, etc.)
Exposure to / Operation of Heavy Machinery	Never	N/A
Other	Never	N/A

VIII. Communication Abilities / Sensory Functioning:

Sensory Demand / Method	Frequency	Performed in Functions	Notes / Examples
Smell: <i>Distinguish odors, able to smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals, etc.</i>	Seldom to Occasional	1,2,3,4,5,6,7,8,9	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; natural gas leaks; electrical issues with office equipment/computers; burnt power supply
Sight: <i>Distinguish objects, depth perception, field of vision, color identification, near and far acuity necessary to operate equipment, machinery, etc.</i>	Continuous	1,2,3,4,5,6,7,8,9	See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate equipment safely; data analysis and interpretation; constant exposure to computer screens; checking/verifying accuracy of data; troubleshooting computer issues; colored wires and components millimeters in size
Hearing: <i>Comprehend oral language and sounds and react appropriately.</i>	Frequent to Continuous	1,2,3,4,5,6,7,8,9	Hear in the normal audio range with or without correction; exposure to ambient noise; answering questions; attending meetings and trainings; use of telephones; user support; troubleshooting; listening to instructions and end user concerns; communicating with coworkers

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Speaking: <i>Orally communicate information and ideas with comprehension</i>	Frequent	1,2,3,4,5,6,8	To assist co-workers, responding to phone calls; user support; training and giving instructions; communicating with wide variety of partners; asking clarifying questions of users; communicating with coworkers
Reading: <i>Comprehend the written word</i>	Frequent to Continuous	1,2,3,4,5,6,7,8,9	Printed material, computer data, forms, handwritten notes and messages; reconciling reports; verifying accuracy of data input; online research; manuals; researching new software/equipment; website updates
Writing: <i>Composing communications in writing</i>	Occasional to Frequent	1,2,3,4,5,6,7,8	Handwriting; computer data entry; memorandums; writing work tickets; creating training materials; taking notes; documenting processes
Math: <i>Compute a series of numeric variables, measurements,</i>	Occasional	1,2,3,4,5,6,7,8	Simple calculations; supply need calculations; estimates; counting; reconciling data on reports; key symbols/scale on wiring diagrams/schematics; estimates for purchases; calculating supplies needed; volts and amps; calibrating distances; time sheet completion

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that hand sanitizer and dust masks are available when needed and upon request. Additionally, first aid kits and fire extinguishers are readily available at all sites.

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X. Position Qualifications:

Education/Training/Experience:	Graduation from high school or GED.
Knowledge Of:	PC hardware, operating systems and characteristics; basic principles and practices of computer platform and network operating systems similar to those used by the District and school sites; methods and techniques for the installation and configuration of hardware, software and network connectivity; methods and techniques for troubleshooting, determining the causes of and resolving hardware and software problems and device errors and failures; standard software packages, including word processing, spreadsheet, presentation, graphics and database programs; help desk functions, policies and procedures; research techniques, methods and procedures; copyright guidelines applicable to the duplication of materials and media; methods and procedures for the storage and inventory of hardware, software and instructional media; basic office methods and practices, including filing and record keeping.
Ability To:	Set priorities and work independently without the need for more than minimum supervision.; operate and monitor enterprise class computer systems, terminals and peripheral equipment and respond to equipment and system status messages, enunciators and signals; obtain accurate and complete information from users, in person and by telephone, to identify their needs and problems and develop responses and solutions; install and configure PCs, laptops, printers, other peripheral equipment, devices, presentation and instructional equipment and other technology tools; troubleshoot, diagnose and resolve PC, server and network device hardware, software and connectivity problems and failures of varying difficulty efficiently and effectively; read and interpret diagrams, specifications and manufacturers' instructions for the operation of digital instructional equipment; follow and apply written and oral work instructions; prepare clear, accurate and comprehensive hardware and software specifications and purchase requisitions in assigned areas of responsibility; communicate effectively, orally and in writing; prepare and maintain records and reports; exercise sound independent judgment and initiative within established guidelines; establish and maintain highly effective customer-focused working relationships with departmental users, administrators, cafeteria staff, teachers, students, other District and site staff, vendors, parents and others encountered in the course of work.
Licenses / Certifications:	A+ Certification or equivalent; or obtain A+ Certification or equivalent within one (1) year of employment; or Associate's Degree or better in a related Computer Science field; or related work experience as approved by district subject matter expert; possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance.
Supervision Received:	Receives general supervision from the Manager of Technology Services.
Other:	N/A

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XI. Mental and Psychological Demands of Position:

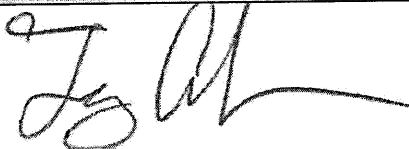
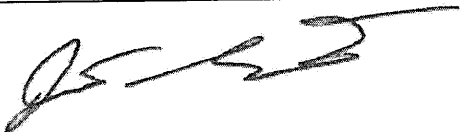
Mental / Psychological Demand	Required (Yes / No)	Occurs in Essential Functions	Notes / Examples
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,4,5,6,7,8,9	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision. Ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions.
MEMORY	YES	1,2,3,4,5,6,7,8,9	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,4,5,6,7,8,9	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations.
PROBLEM SOLVING	YES	1,2,3,4,5,6,7,8,9	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information
ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,4,5,6,7,8,9	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,4,5,6,7,8	Ability to maintain positive relations with co-workers; ability to get along with diverse groups of children and adults, customers/clients; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism.
SUPERVISE/LEAD AND INFLUENCE OTHERS	YES	1,2,3,4,5,6,7,8	Ability to negotiate with, instruct or supervise people, including children; ability to convince, make suggestions or direct others; ability to perform work activities requiring negotiating, explaining or persuading.

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XII. Persons Interviewed:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Position Title	Signature	Date
Thomas Andersen	Technology Support Liaison		5-17-20
Jim Smith	Manager of Information Services		5-19-20

XIII. Sources:

Observed Position Performance: *No	Job Description Utilized for Document Creation: Yes, Undated	Interviewed Participants: Yes, April 13, 2020
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*Due to current COVID-19 workplace restrictions a site visit was unable to be performed. At a later date when workplace restrictions are eased an Observation of Position Performance will be performed.

In order to develop this Essential Functions Position Analysis, the Consultant utilized information which was provided by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFPA:
Matthew McSorley, Consultant Essential Functions Position Analysis Development Shaw HR Consulting, Inc. 107 N. Reino Road # 414 Newbury Park, CA 91320 Phone: 805.498.9400 Fax: 805.498.3535 matthew@shawhrconsulting.com

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Essential Functions Job Analysis
WAREHOUSE WORKER/DELIVERY DRIVER II

PALMDALE SCHOOL DISTRICT
39139 NORTH 10TH STREET EAST, PALMDALE, CALIFORNIA 93550
ESSENTIAL FUNCTIONS JOB ANALYSIS

Introduction

An essential functions job analysis (EFJA) describes the classification/position and not the work of an individual person. It is a critical tool to use when determining if or how a candidate's or employee's work restrictions may impact the traditional physical/mental/emotional demands of the position. The EFJA assists the parties to determine where discussions relating to reasonable accommodation need to begin. It is intended to be a straightforward document providing the reader with the following: 1) core purpose for the position, 2) essential functions which are critical or fundamental to the successful performance of the position, 3) work environment and conditions where the essential functions are performed, 4) listing of skills and abilities that an individual must possess to perform the essential functions, and 5) the mental and emotional demands required to successfully perform the essential functions. EFJAs are also key documents to provide to physicians to ensure that they understand the position and can identify specific work restrictions or activities that may not be safe for an individual to perform.

JOB TITLE	DEPARTMENT
WAREHOUSE WORKER/DELIVERY DRIVER II	OPERATIONS

I. Classification/Position Summary:

To perform a variety of duties and responsibilities involved in receiving, storing, assembling, and delivering supplies and equipment to District school sites and offices.

Type of Employment	Full time; Hourly; 10 month and 12 month positions
Work Hours / Hours per Week	Shifts are typically from 6:00 a.m. to 2:30 p.m. or 7:00 a.m. to 3:30 p.m.; 8 hours per day; 40 hours per week
Days of the Week	Monday through Friday
Overtime /Holidays Required	Yes; as assigned or preapproved
Paid / Unpaid Breaks	Two paid 15-minute breaks and one unpaid 30-minute meal break, taken at assigned time
Work Pace / Pressure	Medium Pace / Medium Pressure
Position represented by a Collective Bargaining Agreement?	Yes; California School Employees Association (CSEA) Classified

NOTES: Receives general supervision from the Warehouse/Purchasing Supervisor.

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ESSENTIAL FUNCTIONS JOB ANALYSIS

II. Essential Functions of Classification/Positions:

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. The following functions have been determined to be essential only after carefully evaluating them and determining: the function is the primary reason for which the position was established; removing the function would fundamentally change the position, or eliminate the need for the position; there is a lack of qualified employees available to perform such a function; and for some functions, there are severe consequences if the position is not required to perform the function and the function requires specialized expertise. Essential Functions will be reviewed for each incumbent and the above criteria will be evaluated to ensure that a particular function remains essential for a particular candidate or employee in need of accommodation.

Essential Job Functions and Duties

Actual assignment hours may vary. Document based on 8 hours per day and 40 hours per week schedule.

#	Description of Essential Function	Percent of Shift / Notes
1	<p>STOCK RECEIVING / STORAGE: Shipping, receiving and inspecting incoming and outgoing equipment and supplies for conformity to purchase order; report shortages, damages, and/or other discrepancies; maintain appropriate records, including UPS and U.S. Mail procedures; identify, mark, and store merchandise in proper location using forklifts and pallets; assist in storing and cataloging furniture and supplies for District operations; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent will be responsible to perform the functions of physically receiving and accounting for delivered items from freight companies, FedEx, UPS, etc.; receives work orders from supervisor and may distribute to other workers; unloads freight from delivery trucks at receiving doors into a designated holding or warehouse area (i.e. classroom supplies, custodial, food for cafeterias, etc.); verifies shipment correlates with the invoice/manifest and performs a physical inventory check of the items; notifies supervisor of any discrepancies; labels packages appropriately; asset tags items over \$500 in value; transfers items using forklift, hand carts, pallet jack or manually carrying boxes to appropriate department storage areas; stores supplies, stocks materials and related items according to an established storage system; communicates with District sites to advise deliveries have been received; receives and builds orders for student meals; enters data into computer system; files away needed paperwork.</p> <p>It was further clarified that incumbent receives deliveries throughout the shift; incumbent is expected to handle all deliveries as they arrive; receives unused surplus items (i.e. desks, chairs, cabinets, etc.) from various District school sites; receives scheduled donations; receives maintenance equipment and notifies department for pick-up; disposes cardboard when finished receiving.</p>	36% to 67% of the shift, concurrent with essential duties #2,3,5,6,7,8

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ESSENTIAL FUNCTIONS JOB ANALYSIS

#	Description of Essential Function	Percent of Shift / Notes
2	<p>STOCK DISTRIBUTION: Fill warehouse requisitions; prepare orders for delivery to schools and offices; coordinate with data processing to ensure a proper count of inventory; check and verify accuracy of orders assembled by others; load trucks and deliver books, audio-visual equipment, cafeteria supplies and food, and other District supplies and equipment to school sites, offices, and cafeterias; may assist with moving, assembling and cleaning furniture, as needed, and if scheduling permits; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent works at the warehouse with fulfilling District schools with ordered materials, supplies and commodities; may assist walk-in customers with fulfilling supply orders; builds school food orders of frozen and dry foods for child nutrition on pallets for delivery to school sites; contacts customers in regards to status of orders; shrink wraps items being delivered and/or shipped out; delivers materials, supplies and commodities throughout District sites; returns damaged or wrong items to vendors for replacement; delivers to site main offices, kitchens and freezers.</p> <p>It was further clarified that incumbent delivers furniture to new classrooms and transfers furniture between school sites (i.e. desks, chairs, cabinets, whiteboards, etc.); assists with building chairs; cleans off any warehouse dust; arranges furniture in classroom if needed.</p>	<p>25% to 67% of the shift, concurrent with essential duties #1,3,5,6,7,8</p>
3	<p>INVENTORY / SECURITY OF INVENTORY: Perform periodic counts of stock; identify items that require ordering; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent utilizes first in, first out (FIFO) inventory method; is responsible for maintaining safety levels of common products for various departments; notifies supervisor to place orders to maintain necessary inventory levels; utilizes computer to assess inventory levels and respond to inventory alerts; creates storage areas, labels and establishes safety levels for new inventory items; may be instructed to conduct cycle counts; performs full inventory twice per year in June and December; sets up for inventory by placing like items together and tagging area; performs counts and turns in to supervisor.</p> <p>It was further clarified in interviews that incumbent will ensure the warehouse is locked when unattended; maintains a clean and safe work environment, mopping, sweeping and cleaning as required; identifies and removes any safety issues (i.e. ladders in walkways, spills, etc.) within the warehouse and freezer environments; keeps warehouse doorways clear; discards unused/unwanted pallets; coordinates with supervisor on any safety issues that require further attention.</p>	<p>Zero to 88% of the shift, concurrent with essential duties #1,2,5,6,7,8</p> <p>Longer frequencies occur during inventory periods twice per year in December and June</p>
4	<p>LEAD DUTIES: May act as Warehouse Manager as directed; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent does not act as Warehouse Manager as indicated in the job description. In the event the Warehouse Supervisor is absent, work orders for the day are distributed via email.</p>	<p>Zero % of the shift</p>

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#	Description of Essential Function	Percent of Shift / Notes
5	<p>EQUIPMENT USAGE / STOREROOM MAINTENANCE: Coordinate the repair and maintenance of all warehouse vehicles and equipment; maintain accurate maintenance schedules; set appointments with outside vendors for needed maintenance and repair; clean and maintain warehouse; maintain assigned vehicle; check fluid levels; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent will operate electric forklift, manual and automatic pallet jacks to load/unload, move and shelve pallets; utilizes carts, dollies and hand trucks for smaller items; operates District-provided vehicles including pick-up trucks, vans and larger trucks up to a 26' box truck to travel to perform school site deliveries; conducts a visual inspection of equipment before use; reports to supervisor any necessary equipment repairs; climbs various step stools, ladders and rolling ladder up to 15 feet; utilizes tape measure for measuring storage space; utilize small hand tools (i.e. wrenches, screwdrivers, etc.) and power drill; utilizes vehicle battery jumpers; operates two-way radio/cell phone.</p> <p>It was also clarified in interviews that incumbent will utilize various standard office equipment such as but not limited to computer, printer, keyboard, mouse, tape dispenser, stapler, telephone, etc.; utilizes camera to send part pictures to vendors for identification.</p> <p>Clarification was also provided that incumbent fuels and cleans vehicles; inflates tires of vans and trucks; informs supervisor of any vehicle repairs needed.</p>	Up to 88% of the shift, concurrent with all other essential functions
6	<p>REPORTS / RECORDS / LOGS: It was clarified in interviews that incumbent verifies supply requisition order forms; signs delivery invoices; reconciles packing slips with order forms/invoices; labels product with date/time and/or asset tag; receives and checks off work orders; completes and signs inventory sheets and cycle counts; completes gas log; conducts data entry for receiving deliveries into tracking system; completes incident reports.</p>	3% to 36% of the shift, concurrent with essential duties #1,2,3,5,8
7	<p>DRIVING: Pick up money from District office and deliver to bank; pick up and deliver inter-school mail; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbent drives District-owned pick-up trucks, vans and box trucks up to 26 feet long to various District sites for delivery; procures supplies and donations outside of District; operates forklifts to load/unload or move pallets; plugs in forklift for charging; performs District school mail run each day to each site.</p> <p>It was further clarified in interviews that incumbent must exhibit solid judgment, regularly and reliably follow all traffic and safety rules, remain nimble and prepared, exhibit good reaction skills and be able to safely and professionally maneuver vehicles within a busy, urban city environment filled with pedestrians, skateboarders, bicyclists, etc., as well as on freeways.</p> <p>Clarification was provided that incumbent no longer picks up money from the District office and delivers it to the bank as indicated in the job description.</p>	25% to 88% of the shift, concurrent with essential duties #1,2,3,5

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#	Description of Essential Function	Percent of Shift / Notes
8	<p>COMMUNICATION / COLLABORATION: Answer the telephone and provide information to other departments, school sites, and outside vendors and suppliers; perform related duties as assigned.</p> <p>It was clarified in interviews that incumbents will work with coworkers, customers, the general public, external vendors, as well as cross functionally with other District employees in the course of work; maintain a high level of customer service and positive work environment; notifies District sites when orders have arrived or been backordered; encourage a team approach; display courteous phone etiquette with vendor cold calls and other District sites; help provide solutions to remove barriers and grow the warehouse efficiency and productivity; maintain positive public relations for the District; appropriately represent the District at all times through words, actions and appearance.</p>	100% of the shift, concurrent with all other essential functions
9	<p>MEETINGS / TRAININGS: It was clarified in interviews that incumbent attends regular informal meetings with Supervisor; attends informal morning and/or end-of-day staff meetings; attends departmental safety meetings; participates in any other meetings as required by supervisor or District. Incumbent participates in a variety of District safety trainings on various subjects (i.e. safe/defensive driving, proper lifting techniques, blood borne pathogens/biohazards, tools of the trade, etc.); participates in online trainings for position (i.e. storage procedures, handling surplus, etc.); attends any OSHA-mandated trainings for position.</p>	3-4 hours monthly

III. No Marginal/Non-essential Job Functions / Duties

IV. Physical Demands:

Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Weight Bearing				
Standing	Seldom to Occasional	5 Minutes	1,2,3,5,6,8,9	Speaking with co-workers; talking on phone; counting inventory; sweeping and mopping; cleaning; searching for an item on the shelves; building child nutrition orders; filling out gas log; signing for deliveries; loading or unloading trucks; spill clean ups; making deliveries; setting up furniture; labeling boxes; fueling vehicle

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Walking	Occasional to Continuous	10 Minutes	1,2,3,5,8	Incumbent will walk intermittently throughout shift while performing most functions, walking around warehouse; pulling requisitioned supplies; taking inventory; moving products; receiving shipments; moving to and from vehicle/forklift; using cart/dolly/pallet jack to move materials/supplies/commodities; walking to maintenance yard; making deliveries
Walking <i>on uneven terrain</i>	Occasional	10 Minutes	1,2,3,5,8	Incumbent will walk intermittently throughout shift while performing most functions, walking around warehouse; pulling requisitioned supplies; taking inventory; moving products; receiving shipments; moving to and from vehicle/forklift; using cart/dolly/pallet jack to move materials/supplies/commodities; walking to maintenance yard; making deliveries. Indoor surfaces could include tile, linoleum, carpet, concrete, wet/slippery surfaces; outdoor surfaces could include gravel, grass, dirt, concrete, metal, slippery/wet ground, part storage areas, loading docks, elevators, truck trailers, slopes, ramps, driveways, etc.
Running	Never*	N/A	N/A	*Emergencies only
Jumping	Seldom	Seconds	1,2,3,5	On and off forklift and lift gate; in and out of delivery trucks
Climbing <i>ladder, stairs, stools</i>	Seldom to Occasional	Seconds	1,2,3,5	Using ladders and rolling ladders (up to 15 feet); utilizing step stool; climbing stairs and curbs at District sites; climbing on shelf to reach product; getting in or out of vehicles/forklifts; climbing onto truck bed and lift gate; counting inventory, retrieving products from shelves
Balancing <i>above ground</i>	Seldom to Frequent	2 Minutes	1,2,3,5	Using ladders and rolling ladders (up to 15 feet); utilizing step stool; climbing stairs and curbs at District sites; climbing on shelf to reach product; getting in or out of vehicles/forklifts; climbing onto truck bed and lift gate; counting inventory, retrieving products from shelves

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Bending <i>at the waist</i>	Occasional to Frequent	Seconds Repetitively	1,2,3,5,6	Picking up a dropped item; retrieving items on a lower shelf; sweeping or wiping down furniture; picking up or transferring boxes to/from carts; performing inventory duties; completing paperwork while standing at table; getting in and out of vehicles/forklift; building pallets for delivery; building furniture. Bending at the waist will be performed repetitively throughout the day.
Twisting at waist <i>side to side</i>	Frequent	Seconds Repetitively	1,2,3,5,6,7,8,9	Reaching for items while seated; operating forklift/pallet jack; loading or unloading inventory; building pallets for delivery; getting in and out of vehicles; performing inventory duties; sweeping and mopping; searching shelves for supplies/materials; driving; looking between paperwork and computer
Stooping <i>slight bend at knees</i>	Seldom to Occasional	30 Seconds Repetitively	1,2,3,5	Retrieving and item under table/desk; reaching for an item on a low shelf; loading and unloading materials and supplies; sweeping and mopping; picking up dropped items; loading paper in printer; performing inventory duties; searching shelves for supplies/materials; building pallets for delivery
Squatting	Seldom to Occasional	1 Minute Repetitively	1,2,3,5	Retrieving and item under table/desk; reaching for an item on a low shelf; loading and unloading materials and supplies; cleaning spills; picking up dropped items; loading copy paper; performing inventory duties; building pallets for delivery; building furniture
Seated / Non-Weight Bearing				
Sitting	Occasional to Continuous	30 Minutes (regular duties) 2 Hours (procuring supplies or donations)	1,2,5,6,7,8,9	Computer use; performing data entry; filling out paperwork; driving vehicles for delivery or mail runs; operating forklift; talking on phone. Longer frequency occurs when going to other cities for supplies or donations.
Driving	Occasional to Continuous	30 Minutes (regular duties) 2 Hours (procuring supplies or donations)	1,2,3,5,7	Using forklift to move pallets/supplies; driving District vehicles to make deliveries, mail run or pick up items

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples
Kneeling <i>one or both knees</i>	Infrequent to Seldom	1 Minute	1,2,3,5	Retrieving and item under table/desk; reaching for an item on a low shelf; loading and unloading materials and supplies; cleaning spills; picking up dropped items; loading copy paper; performing inventory duties; building furniture
Crawling <i>on hands and knees</i>	Never	N/A	N/A	N/A
Lying Down <i>back, side or stomach</i>	Never	N/A	N/A	N/A
Arm Movement				
Pushing	Occasional to Frequent	15 Minutes Repetitively	1,2,3,5,7	Using carts, hand trucks, pallet jacks; loading and unloading boxes and materials from trucks and shelves; conducting inventory duties; pushing broom and mop; opening/closing doors/drawers; building pallets for delivery; driving vehicle or forklift; opening warehouse doors
Pulling	Occasional to Frequent	15 Minutes Repetitively	1,2,3,5,7	Using carts, hand trucks, carts, pallet jacks; loading and unloading boxes from trucks and shelves; conducting inventory duties; pulling broom and vacuum; opening/closing doors/drawers; building pallets for delivery; driving vehicle or forklift; opening warehouse doors
Reaching – above shoulder level	Seldom to Occasional	Seconds	1,2,3,5	Retrieving or placing supplies on a high shelf; opening high cabinets; performing inventory duties; signaling to coworkers for safety in warehouse; climbing ladder; building and wrapping pallets for delivery
Reaching – at shoulder level	Seldom to Frequent	Seconds	1,2,3,5,6,7	Retrieving or placing an item on the shelf; retrieving papers from printer; reaching over the table to hand item to customer; completing paperwork at table; reaching for items on desk; operating forklift/pallet jack; driving District vehicle; holding rails while climbing ladder; building and wrapping pallets for delivery
Reaching – below shoulder level	Frequent to Continuous	2 Hours	1,2,3,4,6,7,8,9	Working at computer; data entry duties; retrieving items from a lower shelf; picking up dropped items; operating forklift/pallet jack; driving; inventory duties; writing; completing paperwork; cleaning duties; signing paperwork; building and wrapping pallets for delivery; driving District vehicle; building furniture

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Activity Performed	Frequency /Range	Maximum (at one time)	Functions Affected	Notes/Examples	
Steering	Occasional to Continuous	2 Hours	1,2,3,5,7	Using forklift /pallet jack/carts to move pallets/supplies; driving District vehicles to perform duties	
Neck Movement					
Extension of the neck <i>looking upward</i>	Seldom to Occasional	1 Minute	1,2,3,5,7	Looking at higher shelving; operating forklift safely; driving; placing or retrieving an item on high shelves; speaking with a standing coworker while seated; performing inventory duties; searching for ordered supplies and materials	
Flexion of the neck <i>looking downward</i>	Frequent to Continuous	2 Hours	1,2,3,5,6,7,9	Working at computer; data entry duties; retrieving items from a lower shelf; picking up dropped items; operating forklift/pallet jack; driving; inventory duties; writing; completing paperwork; searching for ordered supplies and materials; cleaning duties; sweeping and mopping; reconciling invoices/packing slips; fueling vehicle; making deliveries; building and wrapping pallets for delivery; building furniture	
Twisting of the neck <i>side to side</i>	Occasional to Frequent	Seconds Repetitively	1,2,3,4,6,7,8,9	Safe driving and forklift operation; performing inventory duties; searching for product; working at computer while referencing paperwork; performing data entry; sweeping and mopping; maintaining awareness of environment for safety when walking through warehouse; building and wrapping pallets for delivery	
Hand Activities					
Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Fine Manipulation	Seldom to Occasional	Seldom	10 Minutes	1,2,3,5,6,7,8	Writing down inventory numbers; writing notes; picking out individual small supplies; looking through paperwork; flipping through files; pushing telephone buttons; locking/unlocking doors and cabinets; utilizing computer mouse; taking pictures; using two-way radio/cell phone
Keyboarding / Typing	Seldom to Occasional	Seldom to Occasional	5 Minutes	1,5,6,8	Performing data entry; writing emails; looking tabbing between form fields; completing forms/checklists

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Activity	Dominant Hand	Non Dominant Hand	Maximum (at one time)	Functions Affected	Notes/Examples
Simple Grasp	Occasional to Frequent	Occasional	15 Minutes	1,2,3,5,6,7,8,9	Using clipboards; using keys; holding small items; operating computer mouse; answering phones; opening/closing doors/drawers; driving District vehicle; removing small items and bins from shelves; carrying light boxes; taking pictures; handwriting; two-way radio/cell phone; driving; building and wrapping pallets for delivery; building furniture
Up & Down Flexion of Wrist	Occasional to Frequent	Occasional to Frequent	15 Minutes	1,2,3,5,6,7	Operating forklift joystick, cranking pallet jacks; driving; opening/closing doors/cabinets; retrieving small items from bins; writing; loading and unloading supplies and materials; browsing filing cabinet; typing; operating warehouse door chains; building and wrapping pallets for delivery; building furniture
Side to Side Motion of Wrist	Occasional to Frequent	Occasional to Frequent	15 Minutes	1,2,3,5,6,7	Cleaning duties; sliding paperwork across desk/table; counting items for inventory; writing; loading and unloading supplies and materials; signaling to coworkers for safety; labeling boxes; utilizing computer mouse; building and wrapping pallets for delivery; building furniture
Turning / Rotation of Wrist or Hand	Seldom to Occasional	Infrequent to Seldom	Seconds	1,2,5,7	Using keys; turning handles on doors and cabinets; turning locks to access locked spaces; starting ignitions in vehicles; attaching nozzle to hose; opening caged area; wrapping pallets
Gross Manipulation	Seldom to Frequent	Seldom to Frequent	1 Minute	1,2,3,5	Grasping items on trucks or shelves to be moved; maneuvering pallet jacks; lifting heavy items and boxes; performing inventory duties; building and wrapping pallets for delivery; building furniture
Powerful Grasp/ Tight Grasp	Seldom to Frequent	Seldom to Frequent	1 Minute	1,2,3,5	Grasping items on trucks or shelves to be moved; using pallet jack, carts and dolly; driving forklift; lifting heavy items to cart; building and wrapping pallets for delivery; building furniture

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V. Lift/Carry Weight Requirements:

Weight Lifted (lbs.)	Frequency (Range)	Height Lifted	Distance Carried	Notes/Examples	Functions Affected
1 to 10	Occasional to Frequent	Above Shoulder	100 Yards	Small inventory supplies; tape measure; phone; step stool; clipboard; paperwork; binders; keys; books; chairs; mail; writing utensils; recycled cardboard; small hand tools; power drill	1,2,3,5,6,8,9
11 to 25	Seldom to Frequent	Above Shoulder	20 Yards	Freezer/refrigerator door; box of utensils (11#), box of chicken patties (20#); full trash bag; maneuvering rolling ladder; various small boxes, supplies and materials; stack of recycled cardboard; maneuvering pallet jack/hand truck/dolly	1,2,3,5
26 to 50	Seldom to Frequent	To Waist	20 Yards	Ladder; miscellaneous inventory items; 5 gallon buckets (45#); box of trash can liners (50#); box of four 1-gallon containers (37#); towels and bath tissue (36-38#); surplus items (i.e. chairs, drawers, etc.)	1,2,3,5
51 to 75	Infrequent to Occasional	Below Waist	2 Yards	Surplus items (i.e. desks, cabinets, audio/video equipment, etc.); case of copy paper (52#); box of food cans (54#)	1,2,3
75 plus	Never	N/A	N/A	N/A	N/A
NOTES: N/A					

VI. Equipment or Machinery Operated:

Item Description	Frequency of Use	Item Description	Frequency of Use
Forklift	Seldom to Frequent	Battery jumper	Infrequent to Seldom
District Trucks	Occasional to Continuous	Computer and associated peripherals (i.e. printer, mouse, etc.)	Seldom to Occasional
Pallet jacks/ hand trucks / dollies	Occasional to Continuous	Small hand tools (i.e. screwdriver, wrench, etc.)	Infrequent to Seldom
Telephone	Occasional	Tape measure	Infrequent to Seldom
Copier/fax	Seldom to Occasional	Power drill	Infrequent to Seldom

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VII. Environmental Exposures:

Brief Description: Work is regularly performed indoors in warehouse, office, freezers and storage areas. Flooring of work environment generally consists of linoleum, concrete, carpet or tile. Regular exposure to operation of forklifts, District vehicles in work space and semi-trucks on receiving bay. Open doors to warehouse service bays can create wind and dust. Outdoor surfaces can include asphalt, concrete, dirt, grass, and gravel.

Work Environment/ Situations/Exposures	Frequency of Exposures	Example of Environment / Exposure
Indoors	Occasional to Continuous	Warehouse; service bays with open roll doors; administrative offices; District vehicles; classrooms; cafeterias; freezers; refrigerators
Outdoors	Occasional to Continuous	Offloading trucks at receiving bay; driving forklift to trucks; walking to and from vehicle; delivering items to District sites; accessing disposal and recycling areas
Contact with Customers, End Users, General Public	Occasional to Frequent	Co-workers; customers; vendors; delivery drivers; Supervisor; students; administrators; maintenance personnel
Smells/Scents – e.g., fragrances, synthetic odors, toiletries, food smells	Occasional	Vehicle exhaust; gasoline; concentrated cleaning solutions if broken open; dust; bodily odors of co-workers and vendors; various unclean surplus items; food odors
Traffic – e.g., to be in traffic to perform an essential function	Occasional to Continuous	District vehicles; forklift; making deliveries; pedestrian traffic around schools
Extreme Changes in temperature, humidity, or moisture	Seldom to Occasional	Exposure to weather when outdoors or in service bays; walking to and from vehicle; temperature in warehouse is not climate control; walk-in freezers and refrigerators; freezer warehouse; daily temperatures in Palmdale area can reach over 100 degrees or below freezing
Fumes/smoke – e.g., chemicals, exhaust, vapor	Seldom to Occasional	Vehicle exhaust; gasoline; broken open bottle of cleaners, etc.
Excessive Noise – e.g. large crowds, sirens, machinery	Frequent	Delivery trucks/semis; forklift operation; fork lift safety buzzer; vehicle reverse alarm; freezer warehouse
Working at heights – e.g., scaffolding, ladders	Seldom to Frequent	Climbing stairs; getting in and out of forklift; standing on step stools and rolling ladder; working on vehicle lift gate
Lighting – e.g., fluorescent, natural, direct sunlight	Continuous	Direct and indirect sunlight/natural light outdoors; fluorescent lighting indoors
Working with Biohazards – e.g., body fluids, blood	Infrequent to Seldom	Injured coworker; students and doorknobs at schools
Dust, Wind, and/or Pollen	Occasional to Continuous	Exposure to dust, pollen and seasonal weather with bay doors open in service bay or when performing work outside
Vibration – e.g., power tools, jackhammer	Occasional to Continuous	Operating forklift; using pallet jacks/carts over uneven pavement; driving District trucks
Toxic Substances – e.g., corrosives, carcinogens, poisons	Infrequent to Occasional	Some stocked items have Safety Data Sheet (SDS) labeling as required
Electrical Hazards – e.g., live electrical wires	Infrequent to Seldom	Plugging/unplugging forklift and other electronics; jumping truck battery

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Explosive Hazards – e.g., bomb threats, chemicals	Never	N/A
Confined Spaces – e.g., attics, manholes	Infrequent to Seldom	Walk-in freezers and refrigerators at school sites
Mechanical Hazards – e.g., running machinery, conveyor belt	Never	N/A
Near / With Heavy Machinery – e.g., tractor, forklift	Occasional to Continuous	Exposure to forklift; pallet jacks; District trucks, delivery trucks around service bay
Other – e.g., unique aspects of work environment	Never	N/A

VIII. Communication / Sensory Demands:

Sensory Demand / Method	Frequency (Range)	Functions Affected	Notes/ Examples
Smell: Ability to sense odors, to make an assessment / judgment of a situation e.g. smell for dangerous gases, smoke, fires, spoiled food, vapors, dampness, waste, decomposing animals.	Seldom to Occasional	1,2,3,5,7	Emergency situations; to be able to smell fire or foreign substance to alert other personnel; natural gas leaks; electrical burn; dangerous gases or vapors in workspace
Sight: Ability to distinguish objects e.g. to work safely in open areas with obstacles, to operate vehicles, machinery or equipment, avoid stationary objects, deduce space and apply spatial reasoning.	Continuous	1,2,3,5,6,7,8,9	See in the normal visual range with or without correction; vision sufficient to drive, perform assigned duties, read computer screens and printed documents; safely operating equipment; ensuring safety of passersby in work area; conducting data entry and printed documents; handwriting; inventory duties; building and wrapping school pallets; building furniture
Hearing: Ability to actively listen; oral comprehension, to perceive and react to sonic communication or noise e.g. to receive instruction, to communicate via radio, cell phone or telephone.	Frequent	1,2,3,5,6,7,8,9	Hear in the normal audio range with or without correction; exposure to noise; ability to communicate with and respond to others in warehouse; answering telephones; safety awareness at work site; traffic awareness when driving; hear proper functioning of equipment

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Speaking: Ability to orally communicate information and ideas verbally so others will e.g. to verbally engage with customer base, to give instruction, to advise, to warn or to instruct.	Occasional to Frequent	1,2,3,5,6,7,8,9	To assist and provide direction to coworkers/customers; responding to phone calls; providing customer service at warehouse; fulfilling orders; communicating with supervisor, co-workers, vendors, etc.; delivering items
Reading: Ability to understand written sentences and paragraphs in work related documents and related materials e.g. labels, equipment safety instructions, manuals, work orders.	Frequent	1,2,3,5,6,7,8,9	Printed material; computer data; requisition forms; emails and handwritten notes; instructions and information on product labels; safely using equipment; item quantities and descriptions; invoices/packing slips; inventory sheets; gas log; work orders
Writing: Ability to communicate by way of written materials, to communicate information and ideas in writing, to document e.g. work orders, noting files, signing off on documents, create letters.	Seldom to Frequent	1,2,3,5,6,8,9	Handwriting; computer data entry; writing memorandums; note taking; signing invoices; inventory duties; labeling items
Math: Ability to understand and apply mathematics, to compute / rationalize a series of numeric variables to come to an accurate conclusion e.g. measuring materials, estimating project cost, time management.	Seldom to Occasional	1,2,3,6,7	Simple calculation checks on data entry being verified; maintain safety levels of inventory; accurate counting of inventoried items; accurate use of tape measure; conducting inventory cycle counts; counting; building school pallets

IX. Personal Protective Equipment / Safety Training and Devices:

Personal Protective Equipment and Safety Training and Devices: It was clarified in interviews that the following safety equipment is provided to incumbent, as needed: dust/particle masks; safety goggles; freezer, latex and leather gloves. It was also clarified in interviews that incumbent has access to fire extinguishers and first aid kits at warehouse.

Incumbent participates in all legally required trainings for position performed mostly in the new hire orientation training, as well as any new equipment, procedure change or District-provided training as assigned by supervisor.

X. Required Qualifications:

Education/Training/Experience:	Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be: Experience: One year of responsible professional/institutional warehousing experience; Training: Formal or informal education or training which ensures the ability to read and write at a level necessary for successful job performance.
Knowledge Of:	Basic automotive maintenance; storekeeping and warehouse procedures, including methods of proper and orderly receipt, storage, and delivery of supplies and equipment; stock inventory procedures; modern

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	office methods and procedures; requisitions, purchase orders, invoices, and delivery reports, and the use and meaning of each; safe driving practices, vehicle operation principles and traffic laws.
Ability To:	Coordinate the repair and maintenance of District vehicles; maintain inventory system and records; receive, verify accuracy, and store incoming supplies and equipment; maintain stock inventory control records; fill orders accurately from requisitions; perform basic mathematical computations in support of inventory and requisition duties; operate a forklift and a pallet jack; operate a delivery truck safely and efficiently; perform manual labor; maintain delivery vehicle; work effectively in the absence of supervision; keep stores and storage facilities in clean and orderly fashion; understand and carry out oral and written directions; establish and maintain cooperative working relationships with those contacted in the course of work.
Licenses / Certifications:	Possession of an appropriate, valid driver's license; possession of an appropriate, valid California driver's license prior to the completion of the probationary period; ability to be covered under the District property/liability insurance; ability to obtain a valid National Safety Council Forklift Operator's Training Course Certificate

XI. Work Functions / Functional Manifestations:

Mental / Psychological Demand	Required (Yes / No)	Functions Affected	Notes / Example
UNDERSTAND AND FOLLOW DIRECTIONS – with little or no direction	YES	1,2,3,5,6,7,8,9	Ability to understand written or oral instructions and follow directions with little or no additional direction or supervision; ability to ask simple questions or request assistance and identify when assistance is needed; ability to recognize potential hazards and follow appropriate precautions
MEMORY	YES	1,2,3,5,6,7,8,9	Ability to remember locations and work procedures; ability to perform activities of a routine nature; ability to understand and remember detailed instructions
REGULAR AND RELIABLE ATTENDANCE	YES	1,2,3,5,6,7,8,9	Ability to perform activities within a schedule, maintain regular attendance and be punctual; ability to complete a normal work day and / or work week and perform at a consistent pace to meet productivity expectations
PROBLEM SOLVING	YES	1,2,3,5,6,7,8,9	Ability to set realistic goals or make plans independently of others; ability to respond appropriately to changes in the work conditions; ability to make independent decisions or judgments based on appropriate information



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ABILITY TO PERFORM COMPLEX AND VARIED TASKS	YES	1,2,3,5,6,7	Ability to synthesize, coordinate and analyze data; ability to perform jobs requiring precise attainment of set limits, tolerances or standards; ability to perform a variety of duties, often changing from one task to another of different nature without loss of efficiency or composure
ABILITY TO DEVELOP AND MAINTAIN POSITIVE WORK RELATIONSHIPS	YES	1,2,3,5,6,7,8,9	Ability to get along with co-workers or peers; ability to get along with diverse groups of people and customers/vendors; monitor and adjust personal behaviors to support positive work environment for company/organization; ability to interact appropriately with people; ability to respond appropriately to evaluation or criticism
SUPERVISE/LEAD AND INFLUENCE OTHERS	NO	N/A	N/A

XII. Participants:

The following persons were interviewed as subject matter experts on the classification/position. Their signatures signify their agreement that to their best knowledge the document represents the current and traditional physical, mental and emotional demands of the classification/position and not of any one particular assignment or incumbent.

Name	Job Title	Signature	Date
Randie Almonte	Warehouse Supervisor		2/8/16
Paul Herrera	Warehouse Worker / Delivery Driver II		2-8-16

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XIII. Methods of Gathering Information:

Observation of Duties: NO	Referred to an Existing Job Description: YES	Interview of Participants: YES; 12/02/15
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In order to develop this Essential Functions Job Analysis, the Associate noted below objectively gathered information which was identified and contributed by the above employer participants. It is the employers and participants noted above whom are ultimately responsible for confirming the accuracy of all information outlined in this report. Any changes made to this document will require the organization to obtain new signatures to again confirm changes are correct across the classification. It is recommended this document be reviewed periodically for accuracy prior to its intended use.

Consultant Completing EFJA:	Consultant Completing Revised EFJA:
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