



Palisades Charter High School

Special Board Meeting

Date and Time

Thursday March 9, 2023 at 6:00 PM PST

Location

Gilbert Hall, Palisades Charter High School
15777 Bowdoin Street Pacific Palisades, CA 90272

*REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.*

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests		2 m
	Robert Rene will be attending the meeting remotely - 2538 San Vicente Blvd. Santa Monica, CA 90402		
C.	Public Comment		30 m
	<p><i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i></p> <p>Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>		
II. PCHS Transportation Fees			6:32 PM
A.	PCHS Transportation Fees	Vote Juan Pablo Herrera/Don Parcell	10 m

	Purpose	Presenter	Time
<p>"To approve the proposed 2023-24 school year Scholarship funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year."</p>			
III. Human Resources			6:42 PM
A. HR Board Report	FYI	Martha Monahan	10 m
B. Special Education Coordinator Position	Vote	Martha Monahan	10 m
<p>PCHS administration recommends the approval of the addition of a 12-month, 8 hour per day Special Education Coordinator to support students, teachers, the department and the director.</p>			
C. CTC Declaration of Need	Vote	Martha Monahan	10 m
<p>PCHS administration recommends local approval of the Governance Board for Paula Anderson to teach special education courses without an Autism Authorization in addition to her valid Standard Secondary Credential in Drama and English and her Specialist Credential for Learning Handicapped.</p>			
IV. New Business / Announcements			7:12 PM
A. Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> • Date of the next Board Meeting: Tuesday, March 21, 2023 at 5pm 			
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
V. Closed Session			7:14 PM
A. Conference with Legal Counsel	Vote		5 m
<ul style="list-style-type: none"> • (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 			
B. Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Martha Monahan	5 m
<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 			

	Purpose	Presenter	Time
C. Potential Litigation	Vote		5 m
<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 			
VI. Open Session			7:29 PM
A. Return to Open Session	FYI	Sara Margiotta	1 m
B. Report Out on Action Taken In Closed Session, If Any.	FYI	Sara Margiotta	1 m
VII. Closing Items			7:31 PM
A. Adjourn Meeting	FYI	Sara Margiotta	1 m

Coversheet

PCHS Transportation Fees

Section: II. PCHS Transportation Fees

Item: A. PCHS Transportation Fees

Purpose: Vote

Submitted by:

Related Material:

PCHS Board Report for Transportation for 2023-03-09 Board Meeting - Transportation Motion Cover Page.pdf

PCHS Transportation Presentation for Board 2023-03-09_ Revised.pdf

COVER SHEET FOR 2023-24 Transportation Costs/Charges VOTE
March 9, 2023

TOPIC/ AGENDA ITEM:

Transportation Pricing and Scholarship Funding for 2023-24

PERSONNEL INVOLVED:

Don Parcell – Director of Operations (and Transportation Dept.)
Finance Dept.
Transportation Committee
Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

Scholarship Funding comes from the General Fund

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

Contributes to PCHS's Diversity, Equity & Inclusion goals

OPTIONS OR SOLUTIONS:

Emphasize Car-Pooling and Public Transportation more.

EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:

The Executive Director/Principal recommends the Board of Trustees approve the proposed Scholarship Funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year.

RECOMMENDED MOTION:

I make a motion to approve the proposed 2023-24 school year Scholarship funding of \$171,000 and the annual school year cost per student to be no more than \$2,850 for the 2023-24 school year.

Palisades Charter High School Transportation Update 03/09/2023



History of Transportation at PCHS

2002 Independent Charter Petition

- ▶ PCHS had Math/Science/Tech Magnet
- ▶ PCHS was a part of LAUSD Choices Brochure
- ▶ LAUSD Designed PCHS Magnet & Student Enrollment
- ▶ LAUSD Funded Magnet/Buses for PCHS
- ▶ Charter Granted for 2003-04 - PCHS becomes a Single Site School AND Single Site District



History of Transportation at PCHS



2009-2010 (LAUSD decides to Phase Out Magnet from PCHS)

- ▶ Last Year of Magnet Grades 9-12

2010-2011

- ▶ Magnet Grades 10-12

2011-2012

- ▶ Magnet Grades 11-12

2012-2013

- ▶ Magnet Grade 12 ONLY

2014-Present

- ▶ No Magnet, No LAUSD Funded Buses, No LAUSD Provided Buses
PCHS & Families to Pay 100% of Busing Costs



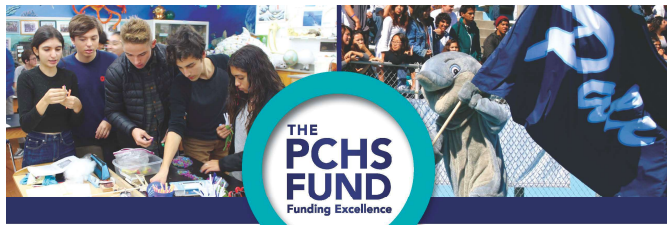
Different Bus Programs at PCHS

6 Main Programs:

- ▶ **Car Pool Facilitation** - “Free” if factoring out Gas & Personal Vehicle Use
- ▶ **Public Transportation** - FREE TAP Cards for ALL Students. Students ride for Free, though PCHS pays \$3/Student for the Program/Cards
 - ▶ Metro 206 Line and BBB 9-Line scheduled to PCHS’s Bell Schedule. BBB-9 runs an Express.
- ▶ **Regular (To/From) School Bus Program** - Family paid traditional Yellow School Bus program where PCHS Pays only for Scholarships (\$150k in 2022-23, proposed \$171k in 2023-24)
- ▶ **Competition Buses** - PCHS Athletics & Non-Athletics Competition Teams. PCHS historically paid for 100% of these (~\$175k), and now cost-sharing 90%/10% with Teams.
 - ▶ Pali Boosters contributed \$60,200 to Competition Busing for this year
- ▶ **Late Bus** - For Students participating in PCHS Sanctioned After-School Activities. PCHS historically paid for 100% of these (formerly ~\$84k, now ~\$28k), and now cost-sharing ~85%/15% with Riders.
 - ▶ Student in the Regular to/from program ride Late Bus Pre-Paid (no extra charge) - Others pay \$6/ride
- ▶ **Special Ed** - Home to School Transportation provides Special Ed students that need practical and regulation required transportation to get to/from PCHS. PCHS pays for 100% of these (~\$135k), and annual cost has significant variability due to student needs.
- ▶ **Total Costs** - Budgeted for \$450k for 2022-23, and historically been at times ~\$600k



History of Transportation at PCHS



**Great school today,
greater school tomorrow**

WHAT IS THE PCHS FUND?

Simply put, state and federal funding does not cover the full cost of educating students at Palisades Charter High School and we receive no outside funding from the district.

The PCHS Fund covers a broad range of essential items such as academic programs, new technology, professional development, facilities maintenance and improvements, math paraprofessionals, security and improved resources for our students. It is what makes an ordinary school go from good to great.

Gifts to the PCHS Fund are applied across the school's operating budget to fully fund the highest priority needs throughout the campus and support the people and programs that make our school distinctive. Every dollar contributed means that our students have increased opportunities in arts, sciences, career education, enriching electives, meaningful support services and unity in school. In short, the PCHS Fund strengthens every aspect of our school – *beyond what is possible with state and federal funding alone.*

Because all PCHS Fund gifts are spent in the year they are donated, the PCHS Fund must be renewed each year. And because we depend on the PCHS Fund to support the school's core programs, it must be the top philanthropic priority for our families.

Each family is asked to contribute to the PCHS Fund every year at a level that feels comfortable for your family. A suggested gift of \$1,000 per student is recommended. All gifts are tax-deductible.

So, while there are many opportunities to support PCHS throughout the year, we ask our families to make the PCHS Fund their first gift every year.

Philanthropic support enhances the experience of each PCHS student and teacher every day. The quality of education that has characterized PCHS education for nearly 60 years is possible because of the generosity of our parents and friends."

—DR. PAM MAGEE

Click [HERE](#) to
Make a Gift Today

Click [HERE](#) to see
if your company
will match your
contribution

Click [HERE](#) to see
alternative giving
ideas that may be
more suitable for you.



▶ **2010-2011**

PCHS begins financially support for School Bus Program for existing students out of PCHS's General Fund to allow them to complete their high school course of study

▶ Boosters aides PCHS in Bus Program funding - Higher volumes lately, but help along the way since 2010-2011



Historical Transportation Costs

The cost of the PCHS Transportation Programs borne by PCHS continued to escalate year over year, and the trajectory did not seem long-term sustainable for PCHS's Operating Budget.

	Actuals		Actuals		Actuals		Actuals		Actuals			
	2014-15		2015-16		2016-17		2017-18		2018-19		2021-22	
Regular To/From School	\$	150,691	\$	190,787	\$	378,434	\$	435,605	\$	295,318	\$	323,539
Late Buses	\$	49,305	\$	58,644	\$	48,484	\$	43,060	\$	67,229	\$	163,865
Competition Buses	\$	83,316	\$	76,486	\$	81,762	\$	87,907	\$	98,648	\$	113,901
Special Ed	\$	66,483	\$	75,159	\$	134,644	\$	165,632	\$	96,588	\$	141,925
Total	\$	349,795	\$	401,076	\$	643,324	\$	732,204	\$	557,783	\$	756,013
Cost per Bus	\$	325	\$	341	\$	373	\$	474	\$	513	\$	623
# of Buses		15.6		16.0		16.0		16.0		16/10		7.5
Annual Cost per Student (Family Paid)	\$	1,250	\$	1,250	\$	1,250	\$	1,850	\$	2,150	\$	2,300

2022-2023 Transportation Budget

▶ Below is a breakdown of our cost-sharing approach for 2022-23

	Gen Fund	PCHS Fund	Boosters	ASB/Parking	Competition Teams	Families	Total
Regular To/From Buses	\$150,000	\$0	\$0	\$0	\$0	\$690,200	\$840,200
Late Buses	\$40,500	\$0	\$0	\$0	\$0	\$35,000	\$75,500
Competition Buses	\$78,700	\$10,000	\$60,200	\$9,000	\$17,400	\$0	\$175,300
Special Ed	\$148,600	\$0	\$0	\$0	\$0	\$0	\$148,600
App Fees	\$9,100	\$0	\$0	\$0	\$0	\$0	\$9,100
TAP Card	\$9,000	\$0	\$0	\$0	\$0	\$0	\$9,000
Total	\$435,900	\$10,000	\$60,200	\$9,000	\$17,400	\$725,200	\$1,257,700

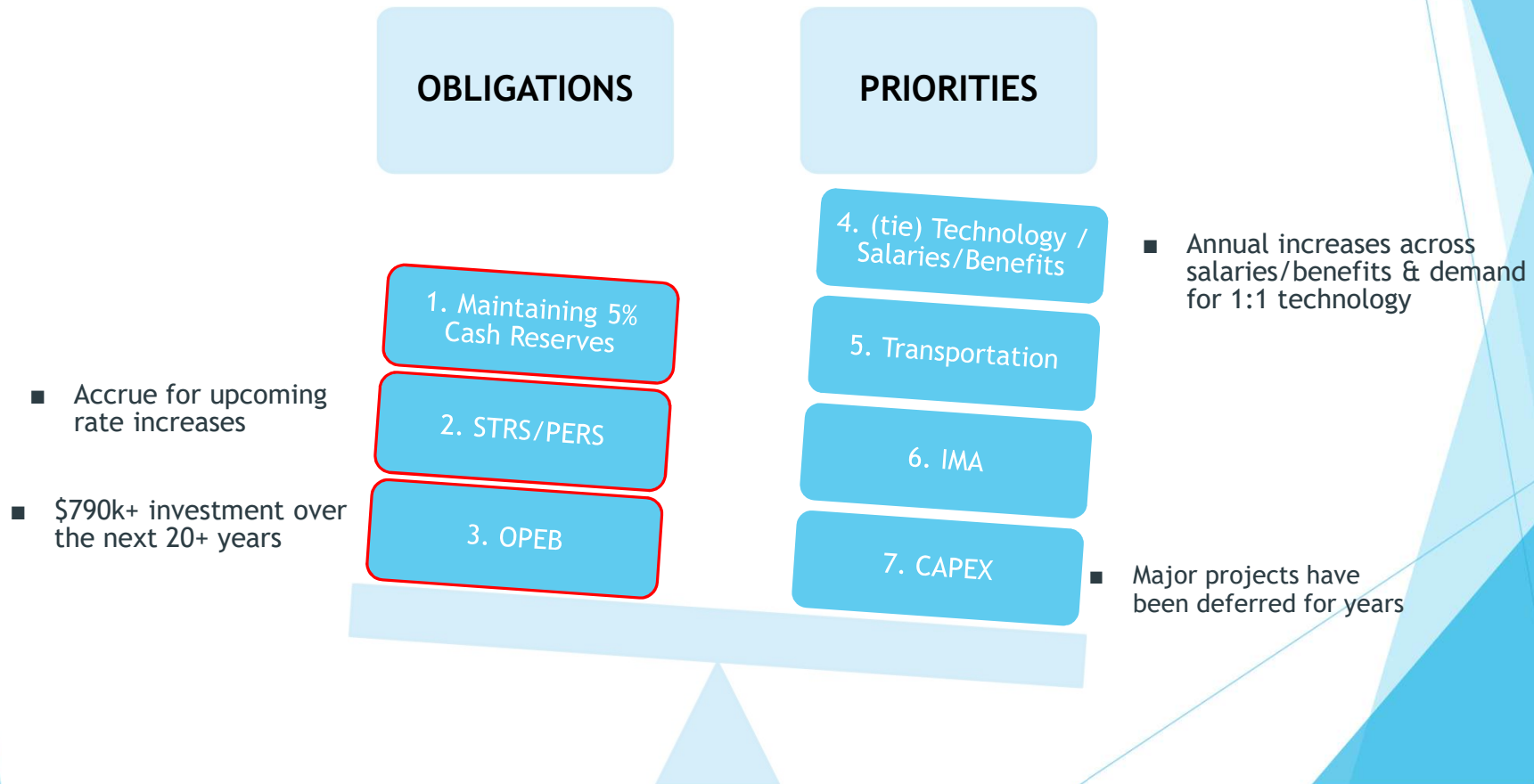
Annual PCHS General Fund Expenses

- ▶ **77%** of PCHS's General Fund goes to Employees Salaries & Benefits
- ▶ **23%** left to Run/Maintain PCHS & District - Including:
 - ▶ 25% - Educational Services
 - ▶ 16% - Depreciation & Indirect Costs
 - ▶ 8% - Books & Supplies
 - ▶ 8% - Transportation
 - ▶ 7% - Janitorial
 - ▶ 6% - Legal
 - ▶ 5% - Utilities
 - ▶ 5% - Digital Licenses
 - ▶ 5% - Rentals/Leases/Repairs
 - ▶ 4% - Cafeteria
 - ▶ 3% - Security
 - ▶ 8% - All Other: Operational Supplies, Insurances, Tech Consulting, Communications, etc.
 - ▶ 100% - Total of all things that make up the Non-Salaries/Benefits of our Budget



Additional Considerations

Although transportation is a priority, the school also has other obligations/priorities to consider



Current State of PCHS School Bus Program Funding

- ▶ Every Year the Cost of School Buses Increases (maintenance, driver's, insurance, gas, increasing regulations, etc.)
 - ▶ In 2021-22, inflation related increases were so significant, that PCHS took on an additional \$260,000+ of transportation related expenditures, without passing on the cost to our students/families
- ▶ PCHS's busing costs are higher than many smaller school districts due to the distance of PCHS in relation to bus depots AND the larger geographic area we cover compared to Community Schools and Small Districts.
- ▶ PCHS Does Not get any Federal, State, County/City, LAUSD or Grant Funding for School Buses
 - ▶ PCHS does receive approximately \$277,000 of Title I funding, but we are required to use those funds to provide increased services aimed at increasing proficiency levels among all Title 1 students
- ▶ PCHS Pays ~\$400k+ for the School Bus Program each year (used to be \$600k+), which comes primarily from the school's General Fund, which means less funds available for other high-demand needs/wants.



B&FC, ATC & Admin Recommendation for 2023-24

The 2023-24 transportation cost will be increasing. The rate increase will not be determined until May 2023 (using Transportation Index data from April 2023).

As a result, PCHS Administration, along with the Administrative Transportation Committee (ATC) and the Budget & Finance Committee, propose the following:

- ▶ Increase the Scholarship Funding (PCHS paid portion of Regular to/from Busing) from \$150,000 up to \$171,000. This is an up to 14% increase (\$21,000 increase in total) vs the 2022-23 scholarship amount of \$150,000.
- ▶ Set the annual cost per student (family paid portion) to be no more than \$2,850 for the 2023-24 school year. This also reflects an up to 14% increase versus 2022-23.
- ▶ Up to 14% increase in the scholarship and family payment amounts may adjust to the actual percentage increase once determined in May 2023 from the April Los Angeles Transportation Index, but cost should not exceed this 14% increase.

This approach helps increase the sustainability of the transportation program, and the cost increase to be split evenly among PCHS & Families.



Coversheet

HR Board Report

Section: III. Human Resources
Item: A. HR Board Report
Purpose: FYI
Submitted by:
Related Material: Board Report 03_09_2023 .pdf



PALISADES CHARTER HIGH SCHOOL

Human Resources Report Board of Trustees Meeting March 9, 2023

Credentials/Classifications

CTC Declaration of Need (action item): PCHS administration recommends local approval of the Governance Board for Paula Anderson to teach special education courses without an Autism Authorization in addition to her valid Standard Secondary Credential in Drama and English and her Specialist Credential for Learning Handicapped. Ms. Anderson is enrolled in classes to complete her Autism Authorization by the end of the 2022-2023 school year.

Proposed New Position

Special Education Coordinator: PCHS administration recommends the approval of the addition of a 12-month, 8 hour per day Special Education Coordinator to support students, teachers, the department and the director. This is an unrepresented position.

2022-23 (Base Salary)	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Special Education Coordinator	\$ 92,062.50	\$ 96,664.91	\$ 101,541.54	\$ 106,573.92	\$ 111,901.35	\$ 117,496.42	\$ 123,372.28	\$ 129,541.01

Fiscal Impact: Years 0-5

Here is the impact over the next 5 years. I showed lowest vs highest scenario (starting at step 1 vs starting at step 8).

Special Education Coordinator	2022-2023*	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	TOTAL (Years 0-5)
Step 1 (Salary + Benefits + Taxes)	\$ 21,815.61	\$ 131,671.73	\$ 138,052.16	\$ 144,836.08	\$ 151,763.82	\$ 159,122.92	\$747,262.32
Step 8 (Salary + Benefits + Taxes)	\$ 29,376.90	\$ 177,039.47	\$ 177,848.67	\$ 178,690.24	\$ 179,565.48	\$ 180,475.72	\$ 922,996.47

Respectfully Submitted,
Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Special Education Coordinator Position

Section: III. Human Resources
Item: B. Special Education Coordinator Position
Purpose: Vote
Submitted by:
Related Material: Pali Special Education Coordinator 05_2022.pdf

PALISADES CHARTER HIGH SCHOOL**SPECIAL EDUCATION
COORDINATOR**

Department/Division:	Special Education
Reports To:	Director/Assistant Principal—Student Support Services
Provides Direction To:	Certificated/Classified Staff
FLSA Exemption Status:	Management
Date Prepared:	May 8, 2022
Salary Range:	Management Salary Schedule

Palisades Charter High PCHS**DEFINITION**

Under the direction of the Director/Assistant Principal—Student Support Services assists with coordination of Palisades Charter High PCHS (PCHS) Special Education Services to students in alignment with state and federal mandates; provides leadership in the planning, implementation of all special education programs serving PCHS students; assists in the planning, development, and conduct of staff development and staff training programs; participates in staff, student and community activities; provides program specialist support to secondary special education students; organizes, directs, evaluates and supervises assigned certificated and classified staff.

DISTINGUISHING CHARACTERISTICS

The Special Education Coordinator is directly responsible to the Director/Assistant Principal—Student Support Services and assists with the supervision and implementation of all program components to ensure total program compliance. The Special Education Coordinator classification requires that the incumbent has current expertise in Special Education, subject matter expertise in educational programs, curriculum, instructional strategies and technology. The Special Education Coordinator position requires the ability to make decisions that have a critical impact on the goals, organization and administration of the Special Education program and services. An effective Special Education Coordinator will facilitate students, teacher, parents and the local community in building a PCHS environment that maximizes student learning, academic performance and positive social growth.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Assists with supervision and implementation of all program components to ensure total program compliance.
- Coordinates with campus testing coordinator and Special Education teachers to ensure that Individualized Education Plans (IEP) testing accommodations are implemented.

- Assists with supervision of Extended School Year (ESY).
- Assists with coordination of SDP classes, SELPA Regionalized Programs, nonpublic schools (NPS) and residential treatment center (RTC) placements.
- Coordinates Educationally Related Intensive Counseling Services (ERICS) and coordinates visits to residential treatment facilities.
- Coordinates, facilitates and evaluates the entire IEP development and implementation process; serves as administrator at IEP meetings as needed.
- Designs, implements and evaluates comprehensive training and professional development programs for special education teachers, general education staff and parents; identifies instructional techniques and strategies that improve the achievement of special education students in both special education and general education classes; provides classroom support.
- Analyzes data and applies the analysis in assisting Director/Assistant Principal of Academic Achievement and special education staff in implementing age/grade appropriate programs and services for special education students.
- Participates in the design, coordination and implementation of collaborative programs that support Least Restrictive Environment (LRE).
- Monitors the implementation and compliance of student IEPs.
- Monitors staff activities to ensure that all mandated timelines are met.
- Enforces state laws, policies and rules relating to student discipline and attendance, and interprets such laws, policies and rules to teachers, parents, students and community; assists with suspension/expulsion procedures for special education students.
- Assists with publication of newsletters, brochures, and other communications that describe special education programs and services; assists in the development of a special education website; participates in an active public information and public relations program as it relates to special education.
- Keeps current with laws and regulations regarding special education procedures and the placement of students in programs both in and out of the PCHS.
- Develops and revises departmental forms and procedures as needed.
- Coordinates special education services and activities with other school districts, including feeder schools, general education teachers and staff.
- Attends, prepares, and actively participates in all PCHS grade level meetings as set by PCHS staff.
- Serves on PCHS, local, county and state committees as assigned.

- Coordinates with the Director/Assistant Principal—Student Support Services to screen, select, assign, supervise, and evaluate performance of certificated and classified Special Education staff members in accordance with PCHS-adopted guidelines for evaluation; recommend performance improvement strategies, discipline, reassignment, or termination action, as appropriate; document evidence of substandard performance.
- Serves as the liaison to the Deans' Office regarding special education issues and student behaviors.
- Serves as the SSD coordinator.
- Maintains a caseload for NPS/RTC students and legal cases.
- Attends workshops and conferences to enhance leadership and management capabilities; shares and exchanges information and maintains current knowledge of Special Education and the educational field.
- Operates a personal computer, experience with Special Education programs and software, working understanding of common student devices and other office equipment.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Applicable state and federal laws, regulations, and compliance requirements governing special education programs in California
- State funding allocation methods
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards and Curriculum Frameworks, including knowledge of ways to use technology to support instruction and other functions for Special Education students
- Primary tenets of a Professional Learning Community
- Quality supervision, effective instruction, models of teaching and instructional strategies to address the needs of Special Education students
- Management and leadership styles
- PCHS safety, discipline, and supervision
- Education Code, local policies, state, and federal laws relating to minors
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints
- Analyze complex situations and prepare response alternatives for consideration by decision-making groups
- Plan, direct, and supervise the work performed by teachers, professional staff, and others

- Establish and maintain an effective, collaborative learning climate
- Interact effectively with advisory councils and PCHS/community groups
- Communicate openly and work productively with a community of diverse opinions and ideas
- Advise and counsel students, staff, and parents
- Design, develop, implement, and evaluate curriculum and instruction as it pertains to special education students
- Demonstrate effective instructional, organizational, and administrative leadership.
- Provide instructional leadership and high-quality staff development.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions
- Train, supervise and evaluate certificated and classified personnel
- Prioritize, plan, and coordinate work to meet deadlines
- Participate in staff and student activities
- Communicated effectively both orally and in writing in English
- Drive a car
- Travel to various locations; travel to residential facilities throughout California and outside of California

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor of Arts or Bachelor of Science degree required. Master's degree or above in educational administration from an accredited institution, preferred. Minimum of three years full time teaching experience in a special education classroom, preferred or special education related services experience in a special education program. At least two years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working with special needs students.

Licenses/Certificates/Special Requirements:

Valid California Administrative Services Credential

Valid teaching credential in special education or other related services credential

Valid California driver's license and the ability to maintain insurability under the PCHS's vehicle insurance policy

ESSA Compliant

English Language Learner authorization

Instructional technology skills

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this position, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift and move records and documents typically weighing as much as 20 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with School and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including School employees, students and parents. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

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

Employees regularly work in an indoor office environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to other sites, schools, training facilities, community meetings and other locations as needed. The employee must travel within the state of California and outside the state of California. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.