

Berkeley Unified School District
2020 Bonar Street, The Tech Lab, Room 126
Berkeley, CA 94702

Personnel Commission

Dr. Reynaldo Ortiz, Chairperson

Mr. Timothy Carter, Vice-Chairperson
Patricia Duwel, Secretary

Ms. Heidi Goldstein, Commissioner

Meeting Agenda

February 7, 2019 – 4:30 pm

1. **Call to Order** **Chairperson Ortiz**
2. **Roll Call & Establishment of Quorum** **Secretary Duwel**
3. **Public Comments (15-minute limit)** **Public**

This is an opportunity for the public to comment on Personnel Commission business not on the agenda. The time limit is five minutes per individual and a total of fifteen minutes per subject. No action shall be taken by the Commission.
4. **Approval & Adoption of Agenda** **Chairperson Ortiz**
5. **Approval of Meeting Minutes** **Chairperson Ortiz**

Approve the Personnel Commission Meeting Minutes for the following:

 - a) January 10th, Regular Meeting Minutes, p. 2 – 6
6. **Consent Items** **Chairperson Ortiz**

It is recommended that the Personnel Commission consider approving a number of agenda items as a Consent list. Consent items are routine in nature, and can be enacted in one motion without further discussion. This procedure conserves meeting time for a full discussion of significant issues.

Ratification of Eligibility Lists

 - a) Administrative Assistant I, p.7
 - b) Instructional Assistant, ECE, p. 8
 - c) Instructional Assistant II, SPED, p. 9
 - d) Instructional Specialist, Gardening, p.10
 - e) Instructional Tech- Before and After School, p. 11
 - f) Nutrition Services Satellite Officer, p. 12
 - g) School Bus Driver, p.13
7. **Reports**
 - a) Union **Union Representatives**
 - b) District Reports **District Representatives**
 - c) Commissioners Reports **Commissioners**
 - d) Personnel Director **Secretary Duwel**
 - i. New Hires and Examinations administered in the month of January 2019, p. 14
8. **Conference Items** **Chairperson Ortiz**

These items are presented for discussion and action and may be carried over from a previous meeting.

 - a) Step Advance Request- K. Miramontes, **Attachment A**
 - b) Agenda Item Request – M. Ferguson, **Attachment B**
 - c) Request for New Classification – District Services Assistant, **Attachment C**
10. **Closed Session (1 matter)** **Chairperson Ortiz**
 - a) Employee Discipline and Legal Matters - Government Code § 54954 (2015-D-xx).
11. **Report from Closed Session** **Chairperson Ortiz**
12. **Public Comments (15-minute limit)** **Public**

This is an opportunity for the public to comment on Personnel Commission business not on the agenda. The time limit is five minutes per individual and a total of fifteen minutes per subject. No action shall be taken by the Commission.
13. **Next Meeting** **Chairperson Ortiz**

Follow up items for next Personnel Commission Meeting.
14. **Adjournment** **Chairperson Ortiz**

Berkeley Unified School District
Personnel Commission Meeting Minutes

January 10th, 2019 – 4:30 pm

1. Call to Order

The meeting was called to order at 4:30 pm

2. Roll Call & Establishment of Quorum

Chairperson Ortiz, Vice-Chairperson Carter, and Commissioner Goldstein were present, and a quorum was established.

3. Public Comments

Peggy Scott, a member of the Sexual Harassment Advisory Committee, said that at the previous night's [January 9th] school board meeting, there was a discussion about the BUSD draft comments responding to the proposed changes to Title IX regulations and that she thought the proposed rules were terrible because they would drastically change current requirements and would severely undercut Title IX protections. She provided to the Commission a copy of her comments made to the school board on January 9th regarding the draft BUSD response to the proposed changes that and said that comments from the public would need to be filed with the US Department of Education before January 29th. Ms. Scott added that the [proposed] regulations mandate children be allowed to make complaints only to their teachers and no other adult staff members, which she believes will be deeply harmful to students. She said the revisions to Title IX contemplate a college setting, yet these rules would apply to children in K-12th grades. Ms. Scott requested that the Commission put forward their own opinion on the proposed rules and share it with Chelsea Yogerst, BUSD's Title IX Coordinator. Lastly, she shared that safety is at the heart of education equity because children can only learn if they feel safe.

Camila Antinori, a BHS parent, said that she is concerned about the public response to the Title IX proposed rules. She said that the proposed regulations are going to be very restrictive and would prefer that there be a broader range of people that her child can talk to at her school to report an incident. She asked that BUSD staff be informed of the proposed changes and their effects so that staff would be encouraged to respond to the US Department of Education with their own comments about the process. Ms. Scott added that Title IX protects against many different classes of discrimination and covers more than sexual harassment.

Ellaray Waller, Employee Benefits Specialist, commented that she experienced an incident of harassment in her department that has caused her to take time off from work to seek medical care. She reported that she filed a complaint using the District's process, but it did not work. She said she did not receive support from the District, and, although she has been released to return to work, after undergoing the interactive process, the District has informed her that it is unable to provide her requested accommodation.

4. Approval & Adoption of Agenda

Commissioner Goldstein made a motion to approve the agenda; Vice-Chairperson Carter seconded the motion

Approved, 3-0

5. Approval of Meeting Minutes

a) December 6th, Regular Meeting Minutes

Commissioner Goldstein made a motion to approve the meeting minutes; Vice-Chairperson Carter seconded the motion,

Approved, 3-0

6. Consent Items

Ratification of Eligibility Lists

- a) Behavioral Intervention Specialist
- b) Instructional Technician, Cooking
- c) Nutrition Services Assistant
- d) School Administrative Assistant, ECE

Vice-Chairperson Carter made a motion to approve the eligibility lists; Commissioner Goldstein seconded the motion,

Approved, 3-0

7. Reports

a) Union

Linnette Robinson, BCCE President, said that trying to utilize the District's complaint process is not effective, particularly for cases of harassment or bullying, because the process seems to be continually changing. She noted that BCCE members are held to a different standard and questioned who at the District was held accountable when investigations were not handled properly or fairly. She cited an incident at Berkeley High where an incorrect investigation took place. President Robinson questioned how it could be that student cases of harassment and bullying were handled properly if the cases for [staff] aren't being properly handled. She said that students are bearing the weight of the District's inactivity and that parents should not have to come in and complain about harassment, but the Commission has made them powerless.

President Robinson asserted that the District exercises favoritism in its decisions around hiring, on-the-job and training opportunities, and then later in tailoring merit examinations to match to the knowledge selected employees have gained from these experiences. She raised concerns about District non-compliance for timely mandated reporter and CPR training for Classified staff and reported that in the past, she has paid for her own CPR training when the District has not provided it because she works with the most acute special needs students.

President Robinson enumerated a number of practices requiring attention including: timing of paid breaks, funds management, and performance management; and called on the Commission to

investigate and act as an independent body because the Classified Director is both Secretary to the Commission and is also doing the District's work. She cited costly litigation as a drain on district funds and that this, along with poor fiscal management, was a contributing factor to Classified job cuts, which in turn, hurt students.

b) District Reports

Brent Daniels, HR Director, said that he's continuing to meet with the Unions, and has been having an open dialogue with them. He reported that CPR training has been scheduled for the January 28th staff professional development day. He also added that the newly on-boarded School Campus Aides will be included in the 1/28 PD sessions and that training was under development for those employees. HR Director Daniels said the District is confident and committed to addressing union concerns.

c) Commissioners Reports

Commissioner Goldstein expressed wishes for a speedy recovery for BUSD Board Member, Judy Appel, and her wife. She shared the Superintendent's announcement, made at the prior evening's board meeting, that that he would be retiring on July 31st and noted the opportunity created by leadership changes. Commissioner Goldstein expressed her hope that the Professional Development sessions would offer meaningful instruction to Classified staff. She noted that an updated class description for the new School Campus Aide role was approved at the January 9th board meeting and the importance of training for this new Classified population. Commissioner Goldstein commented that it's crucial for employees to understand how the complaint process at BUSD will change if the Title IX rules are revised. She said that many aspects of the proposed rule changes are problematic, particularly changes to the authorized adults that are empowered to act on complaints from students. Commissioner Goldstein said she is looking forward to attending the CSPCA conference in February, particularly the session on legal issues connected to school safety, and hopes to be able to bring back this information to the District.

Chairperson Ortiz said that he's looking forward to attending the conference as well. He noted the many issues raised during public comment represent activities taking place on the District side, and expressed concern about the necessity to clarify which, if any, of these issues falls under the Commission's purview so that the Commission can be as effective as possible.

d) Personnel Director

i. New Hires and Examinations administered in the month of December 2018

Secretary Duwel shared exam activity for the month of December. She reported that a new classified employee orientation is scheduled for January with approximately 35 employees scheduled to attend. She also shared that she had reached out to Playworks to see if they will be able to provide training to School Campus Aides on the professional development day.

8. Conference Items

a) Agenda Item Request – M. Ferguson

Marie Ferguson, School Administrative Assistant II at Berkeley High (BHS), said that she was hired in her classification at BHS, but has functioned as the sole substitute coordinator for the site. For this reason, she has requested differential pay to match to the comparable task assigned to the more highly compensated HR Technician role which assists K-8 schools with their substitute needs, but not the high schools. She noted a prior desk audit, performed at her request, and added that the predecessor employee at her site who was performing the same duties was paid at a higher salary range, which was lowered as a result of the 2013 classification and compensation study. Secretary Duwel confirmed her support for a re-classification and, based on the earlier desk audits, has drafted a class description that she will share with Ms. Ferguson and the Union. Ms. Ferguson suggested that someone needs to take a look at the flow of work performed in the BHS main office because the work is not being distributed evenly among staff. Commissioner Goldstein said she understood that the Principal, as the supervisor for the main office staff, determines how work is distributed; and suggested that while the Commission doesn't have jurisdiction over workflow efficiency, HR typically would be in a position to help a supervisor with such an analysis.

President Robinson said that management at the high school is not handling the issue and that employees in higher classifications in the office are not skilled to do Ms. Ferguson's job or willing to train to do the job.

Secretary Duwel clarified that it was within the purview of the Commission to consider re-classification of Ms. Ferguson's position. Ms. Ferguson indicated that she prefers the work of the School Administrative Assistant II and does not want to work as a substitute coordinator. Commissioner Goldstein asked HR Director Daniels if HR can facilitate support to help managers and supervisors review their business processes to make improvements. HR Director Daniels replied that the supervision of a Principal rolls up to Educational Services and that the primary focus of HR is to analyze job descriptions and duties to ensure they align with the contract. Chairperson Ortiz thanked HR Director Daniels for agreeing to discuss options for moving forward on this matter with Secretary Duwel.

b) Request to Extend Eligibility List – Student Welfare and Attendance Specialist

Secretary Duwel reported that a candidate requested the extension of the eligibility list. Commissioner Goldstein observed that this candidate has been on a limited term assignment for almost a year. Secretary Duwel clarified that this is an extra support assignment in the Admissions Dept.

Vice-Chairperson Carter made a motion to approve the extension of the eligibility list; Commissioner Goldstein seconded the motion,

Approved, 3-0

9. Closed Session (1 matter)

a) Employee Discipline and Legal Matters - Government Code § 54954. (2018-D-02) (2015-D-xx)

The Commission went into closed session at 5:40 pm.

10. Report from Closed Session

The Commission came out of closed session at 6:20 pm. Chairperson Ortiz said there was no action to be taken in regards to the matters discussed.

11. Public Comments

None.

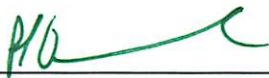
12. Next Meeting

The next regular meeting will be held on February 7th, at 4:30 pm.

13. Adjournment

The meeting was adjourned at 6:21 pm.

Respectfully Submitted,



Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date

Approved,



Dr. Reynaldo Ortiz
Chairperson, Personnel Commission

2/7/19
Date

Berkeley Unified School District

Merit System

Eligibility List for : **Administrative Assistant I**
(Open and Promotional)

Written Examination: **December 20, 2018**

Oral Examination: **January 29, 2019**

List Established by Personnel Commission: **February 7, 2019 to expire February 6, 2020**

Promotional

1 Marian Willis**

Open

- 1 Charlesetta Lowery
- 2 Olga Villanueva
- 3 Michael Hammonds**
- 3 Kimberly Winkleman
- 4 Simone Gikanga*
- 5 Mishern Bivins
- 6 Atasha Scott
- 7 Tia Myricks*
- 8 MyNesha Edwards**
- 9 Ana Tudose**
- 10 Patience Lytle-Frazier**

** Eligibility to expire September 5, 2019*

*** Eligibility to expire July 11, 2019*



Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date



Reynaldo Ortiz
Chairperson, Personnel Commission

2/7/19
Date

Berkeley Unified School District

Merit System

Eligibility List for : **Instructional Assistant II, SPED**
(Open and Promotional)

Written Examination: **December 17, 2018**

Oral Examination: **January 17, 2019**

List Established by Personnel Commission: **February 7, 2019 to expire February 6, 2020**

Promotional

1 Graciela Hernandez Zaldivar

Open

1 Urmimala Sil*

2 Chung Kang*

3 Jonothon Johnson*

4 Max Chervin*

5 Heidi Ross

5 Ashley Stepney

6 Ingrid Pollyak*

7 Houda Sabri

8 Kristen Fleming**

9 Brennan Hedges**

9 Sanae Bouchentouf***

10 Sajeda Morshed

11 Denelle Cyrus**

12 Jequala Washington**

13 Robin Hall**

** Eligibility to expire October 3, 2019*

*** Eligibility to expire April 9, 2019*

**** Eligibility to expire August 1, 2019*



Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date



Reynaldo Ortiz
Chairperson, Personnel Commission

2/7/19
Date

Berkeley Unified School District

Merit System

Eligibility List for : **Instructional Specialist, Gardening
(Open)**

Written Examination: **December 20, 2018**

Oral Examination: **January 9, 2019**

List Established by Personnel Commission: **February 7, 2019 to expire February 6, 2020**

Open

- 1 Amy Root
- 2 Keturah Kornbluth



Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date



Reynaldo Ortiz
Chairperson, Personnel Commission

2/7/19
Date

Berkeley Unified School District

Merit System

Eligibility List for : Instructional Tech- Before and After School Program (Open)

Written Examination: December 17, 2018

Oral Examination: January 15, 2019

List Established by Personnel Commission: February 7, 2019 to expire February 6, 2020

Open

- 1 Jonothon Rich*
2 Cristen Spencer
3 Maria Sol Rhein

* Eligibility to expire October 3, 2019

[Handwritten signature of Patricia Duwel]

Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date

[Handwritten signature of Reynaldo Ortiz]

Reynaldo Ortiz
Chairperson, Personnel Commission

2/17/19
Date

Berkeley Unified School District

Merit System

Eligibility List for : **Nutrition Services Satellite Operator I**
 (Open and Promotional)

Written Examination: **January 11, 2019**

Oral Examination: **January 23, 2019**

List Established by Personnel Commission: **February 7, 2019 to expire February 6, 2020**

Promotional

1 Arti Darshini

Open

1 Joshulyn Lane



Patricia Duwel
Secretary, Personnel Commission

2/4/2019
Date



Reynaldo Ortiz
Chairperson, Personnel Commission

2/7/19
Date

Examinations Administered in the Month of January:

<u>Classification</u>	<u>Written</u>	<u>Oral</u>	<u>Performance</u>
Instructional Specialist, Garden		2	
Nutrition Services Satellite Operator	2		2
Instructional Tech- Before and After School Program	7	2	
Instructional Assistant, Early Childhood Education	4	3	
Instructional Assistant II, Special Education	7	5	
School Bus Driver	2	2	
Employee Benefits Specialist	3		
Executive Chef		5	
Administrative Assistant I	11	6	
Behavioral Intervention Specialist	3		
School Administrative Assistant II	7		

New Hires/New Assignments/Promotions Processed in the Month of January:

<u>Name-</u>	<u>Employment Type-</u>	<u>Classification-</u>	<u>Location/Dept.</u>
Arellano, Giovana	Probationary	Instructional Assistant, ECE	Franklin, CDC
Boles, Jumeica	Permanent	School Campus Aide	Oxford
Bonner, Lillie	Permanent	School Campus Aide	Rosa Parks
Brown, Renaye	Permanent	School Campus Aide	Rosa Parks
Cakir, Maradeniz	Permanent	School Campus Aide	Jefferson
Cisneros, Martin	Permanent	School Campus Aide	Washington
Clausen, Camille	Permanent	School Campus Aide	Oxford
De Leon Valle, Ruth	Permanent	School Campus Aide	Arts Magnet
Dharhan, Khadega	Permanent	School Campus Aide	John Muir
Driouch, Mariam	Permanent	School Campus Aide	John Muir
Easiley, Lisa	Permanent	School Campus Aide	Sylvia Mendez
Espinoza, Mariana	Permanent	School Campus Aide	Cragmont
Esquivel, Joshua	Permanent	School Campus Aide	Rosa Parks
Flores, Vanessa	Permanent	School Campus Aide	Rosa Parks
Frazier, Ariana	Permanent	School Campus Aide	Thousand Oaks
Frost, Lauren	Permanent	School Campus Aide	Thousand Oaks
Gaskin, Lorraine	Permanent	School Campus Aide	Thousand Oaks
Gluszek, Ilene	Permanent	School Campus Aide	Rosa Parks
Gutierrez-Zamorra, Brenda	Permanent	School Campus Aide	Sylvia Mendez
Hattab, Ez-Zohra	Probationary	Instructional Assistant, ECE	Franklin
Hernandez, Jesus	Permanent	School Campus Aide	Rosa Parks
Hesketh McCarty, Marilyn	Permanent	School Campus Aide	Rosa Parks
Holm, Timothy	Permanent	School Campus Aide	Oxford
Johnson, Tawhan	Permanent	School Campus Aide	Malcolm X
Leja, Irene	Permanent	School Campus Aide	Sylvia Mendez
Lowery, Charlesetta	Probationary	Clerical Assistant III	Berkeley High
Miramontes, Kimberly	Probationary	Instructional Tech- Cooking	Cooking & Gardening
Mohammed, Dhekra	Permanent	School Campus Aide	John Muir
Moran, Yesenia	Permanent	School Campus Aide	Rosa Parks
Nicholson, Courtney	Probationary	Nutrition Services Assistant	King CDC
Phillips, Tamika	Permanent	School Campus Aide	Jefferson
Ramanova, Mehriban	Permanent	School Campus Aide	Washington
Reeves, Raigan	Permanent	School Campus Aide	John Muir
Rivas Garcia, Berny	Permanent	School Campus Aide	Malcolm X
Roberts, Paridise	Permanent	School Campus Aide	Longfellow
Ruiz, Maria	Probationary	School Campus Aide	Washington
Salem, Fatima	Permanent	School Campus Aide	John Muir
Saucedo, Daniel	Permanent	School Campus Aide	Malcolm X
Siller, Annette	Permanent	School Campus Aide	Cragmont
Soto-Perez, Diocilina	Permanent	School Campus Aide	Thousand Oaks
Taylor, Peace	Permanent	School Campus Aide	Arts Magnet
Valli, Samuel	Permanent	School Campus Aide	Jefferson
Walker, Pamela	Permanent	School Campus Aide	Jefferson
Welch, Nicolas	Permanent	School Campus Aide	Washington
Wells, Amia	Permanent	School Campus Aide	Arts Magnet

PERSONNEL COMMISSION
 BERKELEY UNIFIED SCHOOL DISTRICT
 February 7, 2019

AGENDA ITEM

SUBJECT: REQUEST FOR ADVANCED STEP PLACEMENT AS INSTRUCTIONAL
 TECHNICIAN - COOKING IN THE CASE OF MS. KIMBERLY MIRAMONTES

BACKGROUND INFORMATION

Ms. Miramontes has requested advanced step placement at Step 5 on the salary schedule. She has several years experience in garden and nutrition education. Her experience in the culinary industry is varied. She holds an Associates of Science Degree and Nutrition Services certifications.

70.100.1 Initial Placement

All new employees shall be appointed at the hiring rate for the class as approved by the Commission. The hiring rate shall be the first step of the schedule except for classes where recruitment efforts have indicated difficulty in recruiting at that step. An accelerated hiring rate may be set, with the approval of the Board and the Commission, at any step of the schedule of the class.

	Step 1	Step 2	Step 3	Step 4	Step 5
Schedule 56/57, Range 36	\$18.18	\$19.11	\$20.10	\$21.11	\$22.17

DIRECTOR'S RECOMMENDATION

I do recommend Ms. Miramontes advanced step placement to step 4 on the salary range.

Kimberly Miramontes

811 Aileen Street, Oakland, CA 94608

kimberlymiramontes@berkeley.net

(714)334-6831

January 31, 2019

RE: Request for Advance Step Placement


Dear Personnel Commission Members Goldstein, Ortiz, and Carter,

I would like to request Advance Step Placement at Step 5 on the Classified Salary Schedule for the I.T. Cooking Position. I have been working in the food industry for the last 10 years and attended culinary school in 2012. As you will see from my resume, I have extensive knowledge of food and food preparation as well as kitchen management.

I began teaching food related classes in 2013, first to adults then with children in 2015. In 2016, I began teaching in a school setting with Oakland Unified School District through my service with FoodCorps. I continue to teach and run food related hands-on weekend and holiday programs at Urban Adamah, an educational farm in Berkeley.

I believe my experience in formal kitchens and as a food educator supports my request. Please let me know if there is anymore information I can provide you.

Thank you so much for your consideration,

A handwritten signature in black ink, appearing to read 'Kimberly Miramontes', written in a cursive style.

Kimberly Miramontes

Cooking I.T.

Berkeley Unified School District

Advanced Step Placement Request

Name: Kimberly Miramontes

Classification: I.T. Cooking

Hire Date: January 16, 2019

Site: District Office

Advanced Step Requested: 1 2 3 4 **5** (circle one)

**Please note that there is no step/increase after Step 5 until Longevity at 10 years.*

1. Please include a letter to the Chairperson of the Personnel Commission explaining why you are requesting Advanced Step Placement.

2. Items that **should** be included with the request:

- Resume (**required**) Diploma(s) Transcript(s) Certification(s)

Please note: Any documents submitted to the Personnel Commission for their regularly scheduled PUBLIC meeting will be included in the PUBLIC agenda as required by the California Public Records Act or the Brown Act. These items will be a matter of PUBLIC record and **will not** be returned to you. Therefore please ensure that only copies are submitted.

		Units	Type/Depth/Concentration
Education Level:	Some College	47	Restaurant Management Major
	Associates Degree	66	Culinary Arts and Hospitality
	Bachelor's Degree		
	Master's Degree		
	PhD/Doctorate		

		Employment Type <i>(Education, Government, Public, Private, etc)</i>
Experience Level:	1-2 years	
	3-5 years	
	6-9 years	Education: Private Organizations then Public Schools
	10-15 years	Private: Restaurant/Service Industry
	15+ years	

Kimberly Miramontes

811 Aileen Street, Oakland, CA 94608

(714)334-6831

kimberlymira@gmail.com

Education

City College of San Francisco Graduate, 2013*Culinary Arts Program and Food Service Management Program*

- Associate of Science Degree
- American Culinary Federation Certificate
- Certified Food Safety Manager

Experience

10/2018-2/2019	Bi-Rite Cafe, Supervisor -Manage staff and lead shifts -Handle guest complaints through effective communication -Manage money in drawer and bank daily -Run all Cafe stations efficiently: Cook, Barista, Front of House, Dishwasher, Soft Serve Machine -Manage a safe and efficient opening and closing of the Cafe	San Francisco, CA
11/2017-Present	Urban Adamah, Part-time Educator and Camp Counselor -Be a group leader to children ages 4-15 -Facilitate hands-on group activities -Set tone for respect and maintain a safe environment -Practice nonviolent communication (NVC) -Organize and plan group cooking activities -Maintain high energy and positive attitude through out	Berkeley, CA
1/2017-10/2018	Bi-Rite Market, Deli Employee -Maintain visually appealing deli displays through out shift -Prepare foods quickly and safely -Communicate knowledge of food with guests -Run sandwich station during busy shifts	San Francisco, CA
2/2018-Present	FoodCorps AmeriCorps, CA Recruitment Manager, -Review applications and resumes -Facilitate interviews for potential service members -Create flyers and recruitment materials -Attend and facilitate recruiting events	Oakland, CA
9/2017-12/2017	Kids Cooking for Life, Cooking Instructor -Plan and lead cooking classes of up to 30 students -Create recipes and scale up or down as needed -Purchase accurate amount of groceries -Maintain a safe kitchen classroom	Oakland, CA

2016-2017	FoodCorps AmeriCorps Service Member, Garden & Nutrition Teacher Oakland, CA	
	-Teach hands-on outdoor garden and nutrition classes weekly	
	-Facilitate taste tests in the outdoor garden and cafeteria	
	-Create garden, nutrition, and cooking curriculum	
	-Maintain two school gardens weekly	
	-Communicate and manage schedules with classroom teachers	
	-Maintain classroom management and a safe environment for students	
	-Be a champion of health and wellness in a school community	
	-Support and help facilitate school initiatives that celebrate healthy choices	
2015-2016	Tanaka Farms, Supervisor and Farm Tour Guide	Irvine, CA
	-CPR & First Aid Certification	
	-Run farm to school field trip tours and activities	
	-Plan and organize public and private farm events	
	-Hire seasonal farm staff and manage staff training	
	-Manage an efficient staff schedule	
	-Maintain farm website and multiple social media outlets	
	-Help run farm market/produce stand	
2013-2014	Bi-Rite Market, Produce Specialist & Deli Employee	San Francisco, CA
	-Maintain visually appealing produce displays	
	-Communicate produce knowledge to guests effectively	
	-Continuously grow personal knowledge of produce	
2013-2014	18 Reasons, Culinary Intern & Teacher	San Francisco, CA
	-Help run weekly events and cooking classes	
	-Manage volunteer staff	
	-Teach hands-on knife skills classes to adults, monthly	
	-Help manage kitchen cleanliness and safety	
2009-2013	Roy's Pacific Rim Cuisine, Host/Reservationist & Line Cook	San Francisco, CA
	- <i>Host</i> : Communicate effectively with staff and guests	
	-Manage the flow of a fast paced dining room	
	-Maintain a positive attitude and high energy	
	- <i>Line cook</i> : maintain a clean and sanitary working station	
	-Maintain knowledge about food practice accurate cooking methods	
	-Prepare food efficiently and safely	

Volunteer Work

- **MaxLove Project**, Santa Ana 2015-2016
Cooking Instructor
-Run hands-on cooking classes for children and families dealing with childhood cancers, using recipes that focus on whole body wellness.
- **Mission High School**, San Francisco 2/2013-6/2013
Culinary Leadership Class Volunteer
-Help students with their recipes and guide them through using kitchen tools and equipment safely.

Languages Spoken

Spanish & English

To whom it may concern,

I am such a big supporter of Kimberly. I have known her for many years and understand this position means a lot to her and she is eager to be teaching again.

Again, I've worked with and known Kimberly for many years. She is currently a supervisor at the new Bi-Rite Cafe. Her position is more like a store manager. Kimberly must wear many hats: trainer, tone setter, service provider, and motivator, as well as the person who must take action when operational or service issues arise. She is a strong communicator, a very knowledgeable and precise trainer, and someone who sets and follows high standards for food quality and accountability of work.

I really have only good things to say about Kimberly. She gets along with everyone and the team enjoys working with her because they know she'll work hard beside them. She is always on time, or early. She spends her free time working on projects that better herself and move her closer toward her goals of food education. I have no doubt she would plan well, teach well, and otherwise execute her job well.

I also have no doubt that you would find in her someone who could receive feedback and learn from the job. During her time at Bi-Rite, Kimberly has been a dedicated employee. She has received performance evaluations every 3 months and as I've been her manager the entire time I can tell you those have mostly been moments to pat her on the back. I've tried to only provide her opportunities to flex a little more of her leadership and training muscle—as much as she was willing to give. (Kimberly is someone who could have joined management ages ago if she hadn't been diligently working toward this other dream of hers, teaching... I've been honored to have her as a supervisor at the cafe for the last few months.)

What else can I tell you? You should hire her! She's smart, positive, intentioned, humble, grateful. She loves food and loves teaching and I have never once seen her stray from those passions in the 6 or 7 years I've known her.

Please let me know if there's anything else I can tell you. Have a great day.

Thank you,

Marika Fleeger
Bi-Rite Cafe Manager



THE WHITE HOUSE
WASHINGTON

June 15, 2016

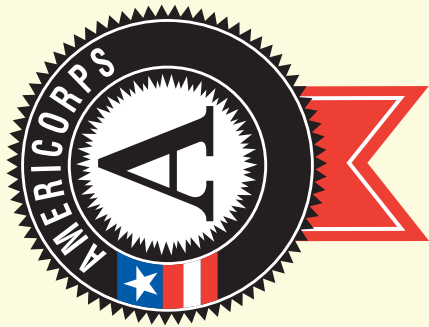
As you complete your service as AmeriCorps members, please know you have my deepest gratitude.

Essential to the promise of America is the recognition that our journey remains unfinished, and that each generation has the chance to more fully realize the ideals enshrined in our founding documents. Through your devotion to service—and to the work of shaping a future of greater opportunity for all—you have placed yourself at the forefront of that important cause.

From my personal experience organizing communities in Chicago, I know that the kind of work you have done can have an extraordinary impact—on communities you serve and on your own life. I hope you will always remember the challenges you have overcome and the lessons you have learned throughout this experience. As long as you stay true to the spirit of service that has inspired you to reach this point, I am confident you can continue building on the progress you have helped bring about.

Thank you for your commitment to improving the lives of the American people, now and for generations to come. Please know you carry with you the enduring appreciation of a proud and grateful President.

A handwritten signature in black ink, appearing to be "Barack Obama", with a long horizontal line extending to the right.



*For your dedicated service as an AmeriCorps member,
we proudly present this certificate of appreciation to*

*in recognition of your resolve to improve lives,
strengthen communities, and get things done for America.*

Wendy Spencer

WENDY SPENCER

CEO of the Corporation for National and Community Service

SFSU Unofficial Transcript

[SF State Gateway](#) - [Logout](#)

KIMBERLY MIRAMONTES

As of: 06/17/13 at 13:52

```
-----
-----
COURSE          COURSE TITLE          UNIT GRD GRDPT  DATE
COMMENTS
-----
-----
```

```
*****
****
*****ADMITTED:   FALL    2009 UNDERGRADUATE
STUDENT*****
---ALL COLLEGE---  ---SFSU TOTALS---          ACAD RECD STATUS:
C
  0.0   0.0   0.0   0.0   0.0   0.0          COMPLETE RECORD
```

```
-----ADJUSTMENT ENTRY-----
                                U/ATT   UE      GP      U/ACC
APE: EUROPEAN HIST                6.0          6.0
APE: ENG LIT & COMP                6.0          6.0
```

```
---ALL COLLEGE---  ---SFSU TOTALS---
  0.0  12.0   0.0   0.0  0.0  0.0
```

```
FALL    2009                                     HSPT MGMT
-----
ECON    100    INTR MACROECON ANALYSIS    3.0 A    12.0
BIOL    100    HUMAN BIOLOGY                3.0 A-   11.1
PHIL    101    INTRO TO PHILOSOPHY          3.0 A    12.0
RAZA    276    RAZA GOVT IDEALS, CONST      3.0 A-   11.1
RAZA    694    COMM SERVICE LEARNING        3.0 A-   11.1  35 HOURS CSL
```

```
---ALL COLLEGE---  ---SFSU TOTALS---  -UA- -UE- -GP-
  15.0  27.0  57.3   15.0  15.0  57.3  15.0  15.0  57.3  DEAN'S LIST
    3.82                3.82                3.82
```

```
SPRING 2010                                     HSPT MGMT
-----
SPAN    101    FIRST SEMESTER SPANISH        5.0 A    20.0
HTM     110    INTRO TO HOSP TOUR MGMT       3.0 A-   11.1
PHIL    110    CRITICAL THINKING I           3.0 A    12.0
COMM    150    FUND ORAL COMMUNICATION       3.0 A    12.0
```

```
---ALL COLLEGE---  ---SFSU TOTALS---  -UA- -UE- -GP-
```

29.0 41.0 112.4 29.0 29.0 112.4 14.0 14.0 55.1 DEAN'S LIST
 3.87 3.87 3.93

 COURSE COURSE TITLE UNIT GRD GRDPT DATE
 COMMENTS

SUMMER 2010 EXT ED SUMMER 2010 EXT ED

DS S 110 MATH ANALYSIS FOR BUS 3.0 A 12.0
 WGS S 150 WOMEN IN AMER HIST + SCTY 3.0 A 12.0

---ALL COLLEGE--- ---SFSU TOTALS--- -UA- -UE- -GP-
 35.0 47.0 136.4 35.0 35.0 136.4 6.0 6.0 24.0
 3.89 3.89 4.00

FALL 2010 HSPT MGMT

ECON 101 INTR MICROECON ANALYSIS 3.0 A 12.0
 ACCT 100 INTRO TO FINANCIAL ACCTG 3.0 W 0.0
 KIN 158 PERSONAL DEFENSE 2.0 A- 7.4
 CAD 360 CHILD FAMILY & COMMUNITY 3.0 A- 11.1
 KIN 136 HATHA YOGA 1.0 B 3.0
 HUM 366 INDIA'S GANDHI 3.0 B- 8.1

---ALL COLLEGE--- ---SFSU TOTALS--- -UA- -UE- -GP-
 47.0 59.0 178.0 47.0 47.0 178.0 12.0 12.0 41.6 DEAN'S LIST
 3.78 3.78 3.46

ALL COLLEGE GPA SFSU GPA
 3.78 3.78

Unit total for "W" grades = 3 units. Beginning Fall 2009, undergraduate students may withdraw from a maximum of 18 units taken through regular university ("W" grade). Withdrawal from a semester ("WM" grade) are excluded from the 18 unit maximum withdrawal limit.

 COURSE COURSE TITLE UNIT GRD GRDPT DATE
 COMMENTS

STUDENT STATUS:

 STUDENT LEVEL: UNDERGRADUATE GRADUATE STANDING: NONE
 PRIMARY MAJOR: HSPT & TOURISM MGMT CREDENTIAL OBJ: NONE
 SECONDARY MAJOR: NONE
 PRIMARY MINOR: NONE
 COMMUNITY SERVICE LEARNING CREDIT EARNED: 35 HOURS

LEGEND

CEU = CONTINUING EDUCATION UNITS, CSL = COMMUNITY SERVICE LEARNING CREDIT
 E = EXTENSION CREDIT C = OPEN UNIVERSITY, RESIDENT CREDIT
 S = SPECIAL SESSION, RESIDENT CREDIT, * = NO DEGREE CREDIT COURSE
 GW = GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR) COURSE
 BEGINNING SUMMER 2002, STUDENTS ENROLLED IN 'N' AND 'X' COURSES CAN EARN A
 MAXIMUM OF 24 UNITS TOWARDS AN UNDERGRADUATE DEGREE OR 6 UNITS TOWARDS A
 GRADUATE DEGREE. N = OPEN UNIVERSITY AND SPECIAL SESSION FOR NON-
 MATRICULATED STATUS (RESIDENT CREDIT), X = EXTENSION FOR MATRICULATED OR
 NON-MATRICULATED STATUS (NONRESIDENT CREDIT)
 CC = COMMUNITY COLLEGE, A MAXIMUM OF 70 UNITS ALLOWABLE
 ACAD RENEWAL = COURSE GRADE OMITTED FROM CALCULATION OF MINIMUM GPA
 REQUIRED
 FOR BACHELOR'S DEGREE PER CSU EXECUTIVE ORDER #1037

 THIS RECORD IS RELEASED, AND ITS SUBSEQUENT USE MUST BE IN ACCORDANCE WITH
 THE
 FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (BUCKLEY AMENDMENT)

 END OF RECORD PRINT DATE: JUNE
 17, 2013

Logout

Display Transcript

@00252136 Kimberly Miramontes
Nov 12, 2014 03:02 pm



This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

If you see a grading symbol of **RD**, your grade has not been reported to the Admissions Office.

[Click here to see GPA calculation](#)

Ehrs = Earned Hours, QPts= Quality Points

[Transfer Credit](#) [Institution Credit](#) [Transcript Totals](#)

Transcript Data

STUDENT INFORMATION

Name : Kimberly Miramontes

This is NOT an Official Transcript

Subj	NO.	Levl	Title	Grd	Credit	Pts	R
------	-----	------	-------	-----	--------	-----	---

TRANSFER CREDIT ACCEPTED BY INSTITUTION

[-Top-](#)

1: CSU, SAN FRANCISCO

TRAS	X		TRANSFER UNITS ACCEPTED	P		38.000		0.00
------	---	--	-------------------------	---	--	--------	--	------

Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
---------------	--------------	-----------	----------------	-----

Current Term:	38.000	38.000	0.000	0.00	0.00
----------------------	--------	--------	-------	------	------

201470: AP COLLEGE BOARD

ENGL	1A		AP Score 3 (Area B)	P		3.000		0.00
------	----	--	---------------------	---	--	-------	--	------

HIST	4A		AP Score 3 (Area D&F)	P		3.000		0.00
------	----	--	-----------------------	---	--	-------	--	------

HIST	4B		AP Score 3 (Area D&F)	P		3.000		0.00
------	----	--	-----------------------	---	--	-------	--	------

Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
---------------	--------------	-----------	----------------	-----

Current Term:	9.000	9.000	0.000	0.00	0.00
----------------------	-------	-------	-------	------	------

INSTITUTION CREDIT -Top-**Term: Fall 2011****Academic Standing:**

ASTR	14	01	Exploring the Universe	A	3.000	12.00
ASTR	16	01	Observational Astronomy	A	1.000	4.00
ITAL	1A	01	Elementary Italian	A	3.000	12.00
MUS	26	01	Music In American Culture	A	3.000	12.00

	Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
--	----------------------	---------------------	------------------	-----------------------	------------

Current Term:

10.000	10.000	10.000	40.00	4.00
--------	--------	--------	-------	------

Cumulative:

10.000	10.000	10.000	40.00	4.00
--------	--------	--------	-------	------

Term: Spring 2012**Academic Standing:**

Good Standing

Additional Standing:

Dean's List

CAHS	10	01	Culinary Fundamentals I	A	5.000	20.00
LBCS	96C	01	Labr Rltns in Amer Workplace	B	3.000	9.00
M B	51	01	Sanitation Principles/Practice	A	1.000	4.00
SPCH	11	01	Basic Public Speaking	B	3.000	9.00

	Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
--	----------------------	---------------------	------------------	-----------------------	------------

Current Term:

12.000	12.000	12.000	42.00	3.50
--------	--------	--------	-------	------

Cumulative:

22.000	22.000	22.000	82.00	3.72
--------	--------	--------	-------	------

Term: Fall 2012**Academic**

Good Standing

Standing:							ATTACHMENT A				
Additional Standing:											
Dean's List											
CAHS	20	01	Culinary Fundamentals II		A		5.000	20.00			
CAHS	21	01	Meat Analysis		A		2.000	8.00			
CAHS	244	01	Foods and Fitness		A		3.000	12.00			
DANC	120A	01	Beginning Ballet		A		1.000	4.00	I		
NUTR	51	01	Nutrition and Culinary Arts		A		2.000	8.00			
							Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:							13.000	13.000	13.000	52.00	4.00
Cumulative:							35.000	35.000	35.000	134.00	3.82
Term: Spring 2013											
Academic Standing:							Good Standing				
Additional Standing:							Dean's List				
CAHS	30	01	Restaurant Operations		A		5.000	20.00			
CAHS	32	01	Hospitality Marketing		A		3.000	12.00			
CAHS	33	01	Procurement and Costing		A		3.000	12.00			
CAHS	42	01	Hotel & Restaurant Accounting		A		3.000	12.00			
CAHS	209	01	Restaurant Analysis		A		3.000	12.00			
							Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:							17.000	17.000	17.000	68.00	4.00
Cumulative:							52.000	52.000	52.000	202.00	3.88
Term: Summer 2013											
Academic Standing:							Good Standing				
CAHS	60M	01	Chocolate and Confections		A		1.000	4.00			
CAHS	206	01	Ethnic Cuisines		A		3.000	12.00			
							Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:							4.000	4.000	4.000	16.00	4.00
Cumulative:											

Term: Fall 2013

Academic Standing:	Good Standing				
CAHS 40W 01	Work Experience	A	3.000	12.00	
CAHS 60A 01	Sous Vide Cooking	A	1.000	4.00	
CAHS 60B 01	Classic & Modern Sauces	A	1.000	4.00	
DANC 120A 01	Beginning Ballet	A	1.000	0.00	E
SUPV 231 01	Intro - Supervision/Management	A	3.000	12.00	

	Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	8.000	8.000	32.00	4.00
Cumulative:	65.000	64.000	64.000	250.00	3.90

Term: Spring 2014

Academic Standing:	Good Standing				
DANC 120B 01	Intermediate Ballet	W	1.000	0.00	

	Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	1.000	0.000	0.000	0.00	0.00
Cumulative:	66.000	64.000	64.000	250.00	3.90

TRANSCRIPT TOTALS (CREDIT CLASSES) -Top-					
	Attempt Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	66.000	64.000	64.000	250.00	3.90
Total Transfer:	47.000	47.000	0.000	0.00	0.00
Overall:	113.000	111.000	64.000	250.00	3.90

RELEASE: 8.4.1A

CBEST®**CALIFORNIA BASIC
EDUCATIONAL SKILLS TEST™**TEST DATE: 03/13/17
SSN: XXX-X8-2878
ID#: 41818420KIMBERLY MIRAMONTES
3455 DAVIS STREET
OAKLAND CA 94601Reading Section Scaled Score: 59

# of Items	Skill Area	Performance Indicators
11 to 20	Critical Analysis and Evaluation	+++
21 to 30	Comprehension and Research Skills	++++

Mathematics Section Scaled Score: 60

# of Items	Skill Area	Performance Indicators
11 to 20	Estimation, Measurement, and Statistical Principles	++
11 to 20	Computation and Problem Solving	++++
11 to 20	Numerical and Graphic Relationships	++++

Writing Section Scaled Score: 41

Performance on Topic 1:

Your topic 1 essay met or exceeded the minimum standard.

Performance on Topic 2:

Your topic 2 essay met or exceeded the minimum standard.

Cumulative Status: Highest Results

Section	Highest Score	Test Date
Reading	59	03/17
Mathematics	60	03/17
Writing	41	03/17

Total Passing Score: 160
CBEST Status: **PASSED**Your scores will be sent to the following:
Commission on Teacher Credentialing**ATTACHMENT A**

For privacy/confidentiality reasons, only the last five digits of your Social Security Number are reported.



This barcode contains unique candidate information

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)**Permanent Passing Status Verification**

KIMBERLY MIRAMONTES

TEST DATE: 03/13/17 ID#: 41818420
SSN: XXX-X8-2878
COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence**CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)**

Passing Status Transcript Copy

KIMBERLY MIRAMONTES

TEST DATE: 03/13/17 ID#: 41818420
SSN: XXX-X8-2878
COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)

Passing Status Transcript Copy

KIMBERLY MIRAMONTES

TEST DATE: 03/13/17 ID#: 41818420
SSN: XXX-X8-2878
COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.



CBEST®

Test Results Information

Your California Basic Educational Skills Test™ (CBEST®) test results report indicates whether you passed the test, how you performed on the total test and each section (Reading, Mathematics, and Writing), and how you performed on the skill areas in each CBEST section.

TEST RESULTS INTERPRETATION

CBEST Description. Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly. Your score for the Writing section is based on your performance on the two essays. If you did not pass the Writing section, the features of your writing that may need improvement are indicated for each essay that did not meet the passing standard.

Your total CBEST score was obtained by adding your scaled scores for the Reading, Mathematics, and Writing sections. If you have retaken sections of the CBEST, the highest score obtained on any section, at any CBEST administration, was used to calculate your total score.

The passing score for each section of the CBEST is a scaled score of 41. A total CBEST score of 123 is required for passing status. However, it is possible to pass the CBEST with a scaled score of 37 on one or two sections, provided that the total score is 123 or higher. *It is not possible to pass the CBEST if any section score is below 37, regardless of how high the total score may be.*

Skill Area Performance. Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

++++	If you answered most of the questions correctly (scaled skill area score of 61–80)
+++	If you answered many of the questions correctly (scaled skill area score of 41–60)
++	If you answered some of the questions correctly (scaled skill area score of 31–40)
+	If you answered few or none of the questions correctly (scaled skill area score of 20–30)

Writing Scores. Essays are scored by California and Oregon educators according to standardized procedures during scoring sessions held immediately after each CBEST administration. Scorers with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring sessions. Writing scores are determined by scoring each of the two essays holistically according to the criteria described in the CBEST Writing Score Scale (see reverse side of this flyer). Each essay is evaluated independently by at least two readers using a four-point score scale; the total essay score is derived by combining the two individual scores. To obtain the Writing section score, scores for both essays are summed and converted to the score scale of 20 to 80.

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale (see reverse side of this flyer), are evaluated during diagnostic scoring.

- I. *Rhetorical Force*: the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning
- II. *Organization*: the clarity of the writing and the logical sequence of the writer's ideas
- III. *Support and Development*: the relevance, depth, and specificity of supporting information
- IV. *Usage*: the extent to which the writing shows care and precision in word choice
- V. *Structure and Conventions*: the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)
- VI. *Appropriateness*: the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose

Score	Score Point Description
4	<p>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</p> <ol style="list-style-type: none"> I. The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned. II. Ideas or points of discussion are logically arranged, and their meaning is clearly communicated. III. Generalizations and assertions are well supported with relevant, specific, and detailed development. IV. Choice of words is precise; usage is careful and accurate. V. The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions. VI. The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.
3	<p>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</p> <ol style="list-style-type: none"> I. The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned. II. Organization of ideas is generally clear and effective, and the meaning is generally clear. III. Generalizations and assertions are adequately supported, although perhaps unevenly. IV. Word choice and usage are adequate; some errors exist but do not impede meaning. V. The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader. VI. The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.
2	<p>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> I. The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned. II. Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear. III. Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details. IV. Word choice and usage are generally imprecise and distracting. V. The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification. VI. The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.
1	<p>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</p> <ol style="list-style-type: none"> I. The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason. II. Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout. III. Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused. IV. Word choice and usage are largely imprecise, and there are severe distracting errors. V. The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions. VI. The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.

Reporting of Scores. Your test results have been forwarded to the Commission on Teacher Credentialing or the Oregon Teacher Standards and Practices Commission, as appropriate. Your CBEST results will also be sent to the institution, if any, that you indicated when you registered for the CBEST and to any other institution or office authorized by you or required by law, entity, or person required or authorized by law to receive this information.

To protect the confidentiality of your new CBEST results, they will not be provided to anyone over the telephone or by fax and will not be released to anyone without your written permission unless required by law.

PASSING THE CBEST

If you passed the CBEST, you received the following with your test results report:

- A Permanent Verification Card, which confirms that you have passed the CBEST. Retain this for your records.
- Two transcript copies of your Permanent Verification Card for you to use as may be required by the commissions, school districts, or colleges and universities.

Additional sets of test results reports (containing an Examinee Test Results Report, a Permanent Verification Card, and two Permanent Verification Card transcript copies) are available from the Evaluation Systems group of Pearson for an additional fee. A Test Results Request Form can be found on the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com.

RETAKE THE CBEST

It is not necessary to repeat any section of the CBEST that you have passed with a score of 41 or higher. If you do not pass one or more sections, you may register again and take one, two, or all three sections of the test. Note that it may be to your advantage to repeat a section already passed—a higher score on that section might help you reach the total score of 123 required to pass the CBEST. The highest score that you obtain on each section, no matter when earned, will be used to compute your total CBEST score.

If you did not pass one or more sections of the CBEST, you may retake the examination as many times as you choose. If you wish to take the CBEST again, you must complete the registration process again. For information on reregistering, visit the California Educator Credentialing Examinations website.

StateFoodSafety
Food Safety Training & Certification™



Certificate of Completion

Awarded to

Kimberly Miramontes

For successfully completing the

California Food Handlers Course



cakc3-hk1i5k8

Certificate Verification Number

Verify at www.statefoodsafety.com/Verify

Oct 20, 2018

Issue Date (valid for 3 years)

Jul 20, 1991

Certificate Holder Birth Date



This program prepares the learner to be a responsible food handler.

Bryan Chapman
Bryan Chapman, CCFS, CP-FS
CEO, StateFoodSafety

StateFoodSafety
Food Safety Training & Certification™



California Department of Public Health Approved Food Handler Card



Cut here.



Bryan Chapman, CCFS, CP-FS
CEO, StateFoodSafety

The holder of this food handler card has successfully completed the StateFoodSafety California Food Handlers Course. This program is ANSI ASTM e2659 accredited.

StateFoodSafety Food Handlers Card

Issued to: Kimberly Miramontes

Date of Birth: Jul 20, 1991

Completion Date: Oct 20, 2018
Valid for 3 years

Verification Number: cakc3-hk1i5k8
Employer: Verify card at www.statefoodsafety.com/Verify




Fold here.

Congratulations!

You have successfully completed the StateFoodSafety Food Handler Training.

What Now?

1. Detach the certificate, above, and give it to your supervisor for their records.
2. Cut out your Food Handlers Card (left) and keep it in your wallet whenever you're working with food.
3. Save a digital copy of this certificate for your records.

¿Y ahora qué?

1. Separe la parte de arriba del certificado, y déselo a su empleador para sus archivos.
2. Corte su tarjeta de manipulador de alimentos y manténgala en su cartera cuando trabaje con alimentos.
3. Guarde en sus archivos una copia digital de esta página.



CERTIFICATE OF COMPLETION



This Certificate is Presented To

Kimberly Miramontes

For completing the California Child Abuse
Mandated Reporter Online Training for
School Personnel



1/15/2019

DATE OF COMPLETION

CERT-0007631I

CERTIFICATE NUMBER

MandatedReporterCA.com



Office of the Personnel Commission
2020 Bonar Street, Suite 206
Berkeley, CA 94702
(510)644-8975

Agenda Item Request Form

You may fax this form to (510) 644-6151 attention to Personnel Commission, hand deliver it to the address above or scan and email to erinarinez@berkeley.net The Personnel Commission office is open Monday through Friday from 8:00am to 4:00pm.

The deadline for submitting a request for items to be included in a Personnel Commission Meeting is 4:00pm, 7 calendar days prior to the Personnel Commission Meeting you are considering. This form can be obtained from Personnel Commission staff or by downloading the form from the Berkeley Unified School District website under the Personnel Commission.

Name of Person Requesting Item: Marie Ferguson (Date) 1/16/19

Telephone Number: (510) 379-6166 Email Address: bccemarie@gmail.com

Place on agenda as: [] Discussion Item (This item is presented for discussion only and may be carried over from a prior meeting. No action will be taken on this item)
[] Conference Item (This item is presented for discussion and action and may be carried over from a previous meeting)

Description of Item:
- Working out classification 8.4.1
- Continuance from 1/10/19 meeting

Background Information:
(Please attach or include some background information to assist the Personnel Commission in determining appropriate action.)

For Personnel Commission Use Only:

Date of Chairperson Review: _____

Determination: [] Place on agenda for meeting of _____ Date of Personnel Commission Meeting
[] Place on agenda as _____ Type of Item
[] Do not place on agenda

Berkeley.net

BERKELEY UNIFIED SCHOOLS

Marie Ferguson <marieferguson@berkeley.net>

Agenda item for 01/10/19 PC Mtg, 2/7/19 Mtg

1 message

Marie Ferguson <bccemarie@gmail.com>

Thu, Dec 20, 2018 at 11:52 AM

To: marieferguson@berkeley.net

I am requesting to be placed on the January 2019 Personnel Commission Agenda for Working Out of Classification 8.4.1.

I am performing some of the Human Resource Technician/Substitute Coordinator duties range 48.

As an School Administrative Assistant II (at Elem & Middle Schools) we are responsible for informing the HR Technician/Sub Coordinator when no one has accepted the unfilled positions. The HR Technician/Substitute Coordinator is responsible for K-8 schools only for finding substitutes for unfilled positions.

Whereas at BHS(9th-12th), I am the only person that is responsible for facilitating and coordinating staff absence(s). Ensuring that all classes are covered period by period absence(s). I am performing duties that are in a higher classification and not being compensated for the duties that I performing for the following two years.

I am requesting to be paid the 5% differential over a two year period with interest. I have brought this item before the Personnel Commission several times and yet nothing have been done to resolve this issue.

According to Ed Code 88001(F) gradual increase of duties for 2 years. Required skill level and responsibility level higher than what's required in the classification. Significant complexity of the position, skills, depth knowledge and experience required.

Ca ed code 45182 The governing board of any school district may provide differential compensation to those classified employees who perform duties of a distasteful, dangerous, or unique nature when, in the opinion of the board, such compensation is reasonably justified.

In a merit system district, such differentials shall be based upon findings and recommendations of the personnel commission and shall not be applied in a manner contrary to the principle of like pay for like service.

Cordially

M.Ferguson

Sent from my iPhone

PERSONNEL COMMISSION
BERKELEY UNIFIED SCHOOL DISTRICT
February 7, 2019

AGENDA ITEM

SUBJECT: APPROVE THE DISTRICT SERVICES ASSISTANT CLASSIFICATION AND RECOMMEND SALARY PLACEMENT BE SET AT RANGE 34 ON SCHEDULE 56/57.

BACKGROUND INFORMATION

The Berkeley Unified Board of Trustees approved the list of essential duties for the new District Services Assistant at their regularly scheduled meeting on January 23, 2019.

DIRECTOR'S RECOMMENDATION

Approve the new classification of District Services Assistant classification and salary placement recommendation at range 34 on schedule 56/57.



BERKELEY UNIFIED SCHOOL DISTRICT
Human Resources Department

**CLASSIFICATION AND
 POSITION DESCRIPTION**

TITLE:	District Services Assistant	REPORTS TO:	Assigned Supervisor
DEPARTMENT/SCHOOL:	As Assigned	CLASSIFICATION:	Non-Administrative Classified Technical
FAIR LABOR STANDARDS ACT CLASSIFICATION:	Non-Exempt	WORK YEAR: HOURS:	12 months/Calendar 2000 7.5 hours per day or duty days/hours as assigned
APPROVED: Board Commission	1/23/2019	SALARY GRADE:	Schedule: 56 Range: 34

BASIC FUNCTION:

Under the direction of an assigned supervisor or administrator; works in support of the safety and security of district property. Maintains a station for monitoring and oversight of ingress/egress points; visitor control and package delivery. Patrols district properties on foot reporting safety and security concerns.

REPRESENTATIVE DUTIES:**ESSENTIAL DUTIES:**

- Maintains a station or patrols district property and adjacent areas; supports the safety and security of staff, students, personnel, equipment and property by monitoring video surveillance equipment and performing inspections on foot for unsafe conditions and unauthorized persons on and around designated district property.
- Assist in orderly control of ingress or egress points in district buildings.
- Receives packages and deliveries; notifies building staff/personnel of delivery arrival.
- Utilizes District phone system for notifications and alerts.
- Control foot traffic and provide security at district buildings and functions; may control parking and safe movement of vehicles in parking areas as needed; enforce District parking regulations.
- Enforce District policies, procedures, rules and regulations regarding safety and security at district sites and district property.
- Assist first responders (police, fire, medical) in responding to and investigating incidents occurring on District property.
- Document, prepare and maintain reports or logs related to day to day station activity and district premises.
- Report unusual or suspicious activities to include but not limited to; trespassing, loitering, vandalizing and other criminal activities; assure visitors on District properties have appropriate permits.
- Provide information and respond to inquiries from visitors, staff and students.
- Report fire and safety hazards; notate fire and burglar alarms; summon and communicate with police and fire department personnel as needed.
- Operate a computer, a hand-held radio, video monitoring equipment, and other job-related equipment.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

The requirements listed below are representative of knowledge skills and abilities required to satisfactorily perform the essential duties and responsibilities.

Education and Experience: Any combination equivalent to:

- A. Graduation from high school/GED. Access Control (Ingress/Egress) coursework desired.
- B. One (1) year workforce experience involving public and student contact. Mailroom and/or receptionist experience desired.

LICENSES AND OTHER REQUIREMENTS:

Valid first aid and CPR certificates issued by authorized agency preferred
 Incumbents in this classification may be required to speak, read and write in a designated second language
 Employment eligibility that includes fingerprint, tuberculosis and/or other employment clearance.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Crowd and traffic control techniques
 De-escalation and mitigation techniques
 Health and safety regulations
 Interpersonal skills using tact, patience and professionalism
 Methods, procedures and practices of safety and security
 Oral and written communication skills
 Procedures and laws of mandated reporting
 Record-keeping techniques
 Security policies, procedures and regulations
 Standard broadcasting procedures of a hand-held two-way radio system

ABILITY TO:

Analyze situations quickly and adopt a safe and effective course of action
 Communicate effectively both orally and in writing
 Communicate effectively with diverse populations including but not limited to, students, staff, administrators and the public
 Enforce applicable laws, rules and regulations
 Establish and maintain cooperative and effective working relationships with others
 Operate a computer, two-way radio, video monitoring equipment and other job-related equipment
 Organize and write clear and concise reports
 Preserve personnel and organizational property
 Report fire and safety hazards
 Understand and follow oral and written directions

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor and Outdoor environment
 Possible confrontations
 Seasonal heat and cold or adverse weather conditions
 Evening or variable hours

PHYSICAL DEMANDS:

Standing, walking or sitting for extended periods of time
 Dexterity of hands and fingers to operate security equipment
 Walking and running
 Hearing and speaking to exchange information
 Seeing to read and to prepare reports
 Bending at the waist and kneeling
 Reaching overhead, above the shoulders and horizontally
 Lifting, carrying, pushing or pulling objects and persons typically weighing up to 75 pounds

HAZARDS:

Contact with dissatisfied or abusive individuals
 Possible fights and confrontations
 Exposure to adverse weather conditions
 Working at heights
 Contact with blood borne pathogens infectious diseases and body fluids
 May come in contact with dangerous individuals

District Services Assistant
Salary Data Research

1	A		B	C	D	E	F		G		H
	District/Org	ADA					Description	Lead	Range	From	
2	OES DATA			Ushers, Lobby Attendants			\$10.64	\$12.19			
3	OES DATA			Security Guards			\$12.80	\$19.36			
4	OES DATA			Receptionists/Information Clerks			\$13.68	\$19.41			
5	Parlier USD	3,421		Security Guards			\$14.30	\$16.03			HSD and 1yr working in security
6	Central Union HSD	4,182		Security Guards			\$15.24				1 yr exp or any combo of exp & training indicative of KSA's
7	BUSD	9,268		School Service Assistant		31	\$16.08	\$19.59			Any Combo: HSD + additional training/experience to demonstrate KSA's
8	BUSD	9,268		Clerical Assistant I		34	\$17.31	\$21.10			Any Combo: HSD + 1yr clerical exp
9	BUSD	9,268		District Services Assistant		34	\$17.31	\$21.10			Any Combo: HSD/GED + 1yr workforce experience involving public and student contact. Access Control (Ingress/Egress) coursework desired. Mailroom/receptionist exp desired.
10	BUSD	9,268		Clerical Assistant II		36	\$18.18	\$22.17			Any Combo: HSD + 2yr clerical exp
11	OES DATA			Protective Service Workers			\$18.79	\$28.31			
12	BUSD	9,268		School Safety Officer		44	\$22.17	\$27.04			Any Combo: HSD + 2yrs security/LE exp. Complete SB 1626.
13	BUSD	9,268		Facilities Security Officer		46	\$23.26	\$28.44			Any Combo: HSD + 1yr security related exp. SB 1626 and BSIS certification (Guardcard)



BERKELEY UNIFIED SCHOOL DISTRICT
Human Resources Department

ATTACHMENT C
CLASSIFICATION AND
POSITION DESCRIPTION

TITLE:	School Safety Officer	REPORTS TO:	Assigned Supervisor
DEPARTMENT/SCHOOL:	As Assigned	CLASSIFICATION:	Non-Administrative Classified Technical
FAIR LABOR STANDARDS ACT CLASSIFICATION:	Non-Exempt	WORK YEAR: HOURS:	10 months/Calendar 5004 7.5 hours per day or duty days/hours as assigned
APPROVED: Board Commission	June 29, 2016 July 15, 2016	SALARY GRADE:	Schedule: 57 Range: 44

BASIC FUNCTION:

Under the direction of an assigned administrator, patrol school properties on foot to provide security, safety and protection to students, personnel, equipment and property; enforce laws and regulations; respond to emergency situations; model and reinforce a positive school environment.

REPRESENTATIVE DUTIES:**ESSENTIAL DUTIES:**

- Patrol school properties and adjacent areas; protect students, personnel, equipment and property by performing inspections on foot for unsafe conditions, illegal acts and unauthorized persons on and around designated properties
- Enforce District and school site policies, procedures, rules and regulations regarding campus safety, security and appropriate student behavior, correcting improper, unsafe, unruly activities and reporting infractions to school administration
- Respond to emergency situations and administer first aid as needed; assist injured or ill persons; respond to calls involving alarms, thefts, disturbances, vandalism and malicious mischief in, or around school grounds; investigate situations and disturbances; collect and preserve evidence, take statements and support administrators in investigating incidents
- Serve as a resource for individual students to discuss issues, provide information and make referrals to appropriate personnel; utilize strategies to mitigate and de-escalate conflicts between student/student, student/staff, and other individuals on campuses
- Assist police officers in responding to and investigating incidents involving assault, battery, illegal substance possession and use and other illegal acts occurring on school grounds
- Prevent entry and report presence of unauthorized persons on school grounds; ; notify law enforcement and detain suspects; assist or direct unauthorized persons to the correct location when on legitimate school business or escort unauthorized persons off campus and notify District administrators

- Control foot traffic and provide security at school functions; may control parking and safe movement of vehicles in parking areas as needed; enforce District parking regulations
- Prepare and maintain reports related to security of school premises and student referrals and incidents; provide documentation related to illegal activity to District administrators and police
- Assure the safety of District students, staff and property; patrol assigned school site areas on foot before, during and after school hours; monitor and inspect security of doors, windows and gates
- Investigate and report unusual, suspicious or criminal activities; investigate complaints and security notifications related to trespassing, loitering, vandalizing and other criminal activities; assure visitors on District properties have appropriate permits
- Communicate with District personnel, law enforcement and fire and safety personnel to receive and exchange information related to security, vandalism, crimes and investigations of safety issues; testify in court and expulsion hearings as needed
- Assist in the implementation and facilitation of the school safety and disaster preparedness plans; review and assist with lockdown, shelter-in-place and evacuation procedures, first aid and communication procedures and duties as assigned
- Provide information and respond to inquiries from students, staff and visitors
- Respond to and report fire and safety hazards; respond to fire and burglar alarms and extinguish small fires; summon and communicate with police and fire department personnel as needed
- Administer emergency first aid and CPR/AED as necessary; arrange for emergency medical services as needed
- Operate a computer, a hand-held radio, video monitoring equipment, and other job-related equipment
- May assist with the supervision of students in detention or Saturday School and maintain appropriate records related to the assignment
- Maintain orderly control of large crowds to ensure safety of students and staff; enforce safety regulations at District events or as assigned

OTHER DUTIES:

Perform related duties as assigned

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Methods, procedures and practices of effective student safety and security

Procedures and laws of mandated reporting

School security policies, procedures and regulations

Crowd and traffic control techniques

Health and safety regulations

Standard broadcasting procedures of a hand-held two-way radio system

Investigation and report writing techniques

Record-keeping techniques

Interpersonal skills using tact, patience and professionalism
Oral and written communication skills
First aid and CPR/AED techniques
De-escalation and mitigation techniques

ABILITY TO:

Preserve and protect students, personnel and organizational property
Enforce applicable laws, rules and regulations
Analyze situations quickly and adopt a safe and effective course of action
Report and respond to fire and safety hazards
Apprehend and restrain individuals that pose immediate threat
Interview witnesses, complainants and suspects
Organize and write clear and concise reports of incidents
Administer first aid, CPR and AED
Communicate effectively both orally and in writing
Communicate effectively with diverse populations including but not limited to, students, staff, administrators and the public
Establish and maintain cooperative and effective working relationships with others
Understand and follow oral and written directions
Operate a computer, two-way radio, video monitoring equipment and other job-related equipment

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and two years security, law enforcement or related experience

LICENSES AND OTHER REQUIREMENTS:

Incumbents in this classification are required to complete coursework and receive the SB 1626 and/or other mandated certification prior to commencing employment.

Incumbents in this classification are required to wear the designated District School Safety Officer uniform as provided by the District.

WORKING CONDITIONS:**ENVIRONMENT:**

Outdoor environment
Possible fights and confrontations
Seasonal heat and cold or adverse weather conditions
Evening or variable hours

PHYSICAL DEMANDS:

Standing, walking or sitting for extended periods of time
Dexterity of hands and fingers to operate school safety and security equipment
Walking and running
Hearing and speaking to exchange information
Seeing to monitor student behavior, to read and to prepare reports
Physical agility and stamina to apprehend and restrain individuals

Bending at the waist and kneeling

Reaching overhead, above the shoulders and horizontally

Lifting, carrying, pushing or pulling objects and persons typically weighing up to 100 pounds

HAZARDS:

Contact with dissatisfied or abusive individuals

Possible fights and confrontations

Exposure to adverse weather conditions

Working at heights

Contact with blood borne pathogens infectious diseases and body fluids

May come in contact with armed and dangerous individuals



BERKELEY UNIFIED SCHOOL DISTRICT
Human Resources Department

ATTACHMENT C
CLASSIFICATION AND
POSITION DESCRIPTION

TITLE:	Facilities Security Officer	REPORTS TO:	Assigned Supervisor
DEPARTMENT/SCHOOL:	Maintenance Department	CLASSIFICATION:	Non-Administrative Classified Technical
FAIR LABOR STANDARDS ACT CLASSIFICATION:	Non-Exempt	WORK YEAR: HOURS:	12 months/Calendar 2000 7.5 hours per day or duty days/hours as assigned
APPROVED: Board Commission	June 29, 2016 July 15, 2016	SALARY GRADE:	Schedule: 57 Range: 46

BASIC FUNCTION:

Under the direction of an assigned supervisor, assure the safety of District staff, students and properties; patrol assigned areas of District properties and facilities before, during and after school hours, at night, on weekends and holidays; investigate occurrences of property damage and suspicious or criminal activity; enforce laws and regulations and respond to emergency situations.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Assure the safety of District staff, students and property; patrol assigned areas of District properties and facilities on foot and in patrol vehicle before, during and after school hours; at night, on weekends and holidays; monitor and inspect security of doors, windows and gates
- Inspect and monitor the security of doors, windows and gates; reset alarm systems and test for proper operation as necessary; detect and report fire and safety hazards; respond to fire and burglar alarms and extinguish small fires; summon and communicate with police and fire department personnel as needed
- Investigate and report unusual, suspicious or criminal activities; investigate complaints and security notifications related to trespassing, loitering, vandalism and other criminal activities; assure users of District properties have appropriate permits
- Contact and assist police with investigation of criminal activities; contact and assist fire department with matters related to alarms, detectors and fires
- Perform temporary repairs on school and District facilities as appropriate; notify appropriate personnel for needed repairs
- Assist with special events as directed; assist other campus security with crowd control, vandalism, graffiti, gang activity and fights as necessary
- Prepare and maintain reports related to security of District premises and daily activities, events and incidents; provide documentation related to illegal activity to District administrators and police as requested
- Communicate with other campus security and staff, administrators, parents, students, police and fire

departments, alarm companies and others to exchange information to resolve issues and concerns

- Operate and respond to calls on a two-way radio; drive a vehicle to conduct work
- Operate a variety of security and safety equipment including fire extinguishers, handcuffs, mobile phones, handheld radios, pepper spray and mace
- Remain on-call for emergency situations as assigned

OTHER DUTIES:

Perform related duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Methods and practices of effective security techniques

Applicable sections of the California Penal Code, State Education Code, and Motor Vehicle Code

Traffic laws, defensive driving techniques and rules of the road

Operate a patrol vehicle to conduct work

Investigation and report writing techniques

Record-keeping techniques

Interpersonal skills using tact, patience and courtesy

Oral and written communication skills

First aid and CPR/AED techniques

ABILITY TO:

Patrol and monitor assigned District property and facilities to provide security and protection to students, personnel, equipment, and property

Patrol effectively, detecting and preventing problems within established guidelines

Establish and maintain cooperative and effective working relationships with others

Interpret, apply and explain rules, regulations, requirements and restrictions

Communicate effectively both orally and in writing

Meet schedules and time lines

Maintain records and prepare reports

Determine appropriate action within clearly defined guidelines

Standard broadcasting procedures of a police radio system

Analyze situations quickly and adopt a safe and effective course of actions

Detect and report fire and safety hazards

Organize and write clear and concise reports of incidents

Understand and follow oral and written directions

Use hand and power tools to secure buildings, doors, windows, and other areas

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and one year of security-related experience

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license and safe driving record
Valid certification in use of baton, handcuffs, mace and pepper spray
Valid certification in SB 1626, First Aid, CPR, AED and other mandated trainings
Incumbents in this class are required to complete coursework and receive the BSIS certification

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor and outdoor environment
Seasonal heat and cold or adverse weather conditions
Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Climbing stairs
Walking, sitting and standing for extended periods of time
Seeing to monitor District activities and property, read and write reports
Hearing and speaking to exchange information
Dexterity of fingers and hands to operate assigned equipment
Walking and running
Lifting, carrying, pushing or pulling up to 100 pounds
Physical agility and stamina

HAZARDS:

Driving a vehicle during adverse weather conditions
Potential physical hazards involved in intervening in fights and other anti-social, illegal and violent behavior
Exposure to blood borne pathogens and infectious diseases
May come in contact with armed and dangerous individuals