

PLEASE POST

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

Regular Meeting
January 15, 2019

4:30 p.m.

Classified Conference Center
2336 Plaza del Amo, Torrance

AGENDA

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. APPROVAL OF MINUTES – Regular Meeting of December 4, 2018
- IV. COMMENTS FROM THOSE IN ATTENDANCE #1 (Limited to 30 Minutes)
- V. NEW BUSINESS
 - A. Approval of Eligibility Lists –
 - Assistant Director-Nutrition Services
 - Job Developer
 - Nutrition Services Assistant I
 - Nutrition Services Assistant II
 - Paraeducator-Tier I/Tier II
 - School Staff Assistant II
 - Student Supervision Assistant
 - B. Approval of Revised Job Description – Behavior Analyst
 - C. Approval of Advanced Step Placement – Behavior Analyst
- VI. INFORMATION ITEMS
 - Job Announcements:
 - Carpenter
 - Child Development Program Assistant-Tier II
 - Grounds and Operations Supervision
 - Human Resources Technician (Substitute)
 - Nutrition Services Assistant II
 - Nutrition Services Transport/Stock Assistant
 - Pool Maintenance Technician
 - Student Supervision Assistant
 - School-to-Career Employment Assistant
 - Next Regular Commission Meetings (2019) –

February 19, 2019,	4:30 p.m. – Classified Conference Center
March 19, 2019,	4:30 p.m. – Classified Conference Center
April 16, 2019,	4:30 p.m. – Classified Conference Center
May 21, 2019,	4:30 p.m. – Classified Conference Center
June 18, 2019,	4:30 p.m. – Classified Conference Center
July 16, 2019,	4:30 p.m. – Classified Conference Center
August 20, 2019,	4:30 p.m. – Classified Conference Center
September 17, 2019,	4:30 p.m. – Classified Conference Center
October 15, 2019,	4:30 p.m. – Classified Conference Center
November 5, 2019,	4:30 p.m. – Classified Conference Center
December 3, 2019,	4:30 p.m. – Classified Conference Center
- VII. COMMENTS FROM STAFF
- VIII. COMMENTS FROM PERSONNEL COMMISSIONERS
- IX. COMMENTS FROM THOSE IN ATTENDANCE #2
- X. ADJOURNMENT

**Minutes of the Regular Meeting of the Personnel Commission
December 4, 2018**

CALL TO ORDER The meeting was called to order by Commissioner Furey at 4:30 p.m.

PRESENT Personnel Commissioners:
Gary Kuwahara, CPA, Chair
Anil S. Muhammed, Ed.D., Vice-Chair
Terry K. Furey, Member
Marion Schugt, Director-Personnel Commission

PLACE AND DATE OF MEETING Torrance Unified School District, Classified Conference Center, 2336 Plaza del Amo, Torrance, December 4, 2018.

PLEDGE OF ALLEGIANCE The Pledge of Allegiance was led by Commissioner Kuwahara.

APPROVAL OF MINUTES – Regular Meeting of November 6, 2018 Commissioner Muhammed moved, seconded by Commissioner Kuwahara, that the Minutes of the Regular Meeting of November 6 2018, be approved. Motion carried 3/0.

SEATING OF COMMISSIONER – Teresa K. Furey Commissioner Kuwahara administered the Oath of Allegiance to Commissioner Furey as the Classified Employees' Appointee to the Personnel Commission of the Torrance Unified School District effective December 1, 2018.

ELECTION OF OFFICERS Commissioner Muhammed moved to nominate Commissioner Kuwahara for Chair of the Personnel Commission, seconded by Commissioner Furey. Motion carried 2/0.
Commissioner Kuwahara moved to nominate Commissioner Muhammed for Vice-Chair of the Personnel Commission, seconded by Commissioner Furey. Motion carried 2/0.
Commissioner Muhammed noted that as Director-Personnel Commission, Ms. Schugt will serve as Secretary to the Personnel Commission.

APPROVAL OF ELIGIBILITY LIST – Adult Education Specialist, Carpenter, Child Development Instructor, Educational Assistant-Special Education-ASSISTT, Glazier, Paraeducator-Tier I/Tier II, Pre-Employment Technician, School Bus Driver Commissioner Kuwahara moved, seconded by Commissioner Muhammed, that the eligibility lists of Adult Education Specialist, Carpenter, Child Development Instructor, Educational Assistant-Special Education-ASSISTT, Glazier, Paraeducator-Tier I/Tier II, Pre-Employment Technician, School Bus Driver, be approved. Motion carried 3/0.

INFORMATION ITEMS Job Announcements:
Nutrition Services Assistant I
School Bus Driver
School Staff Assistant II
Next Regular Commission Meeting (2019) –
January 15, 2019, 4:30 p.m. – Classified Conference Center
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ADJOURNMENT Meeting adjourned at 4:43 p.m.

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

January 9, 2019

TO: PERSONNEL COMMISSIONERS
Gary Kuwahara, CPA , Chair
Anil Muhammed, Ed.D., Vice-Chair
Terry K. Furey, Member

FROM: DIRECTOR-PERSONNEL COMMISSION
MARION SCHUGT

SUBJECT: APPROVAL OF REVISED JOB DESCRIPTION – Behavior Analyst

BACKGROUND

At the request of the classified Behavior Analysts and by Dr. Elaine Semple, Director-Special Education, the current job description of Behavior Analyst was reviewed.

Upon analysis of the primary function and representative duties of the position, Dr. Semple has indicated the Behavior Analysts will be required to conduct functional behavioral assessments (FBA).

Assembly Bill 86, the Education Omnibus Trailer Bill, Chapter 48, repealed regulations and added state statutes that addressed requirements and restrictions concerning student behavioral intervention. The result of these changes was to modify the Behavioral Intervention Plan mandate to align it more closely with federal law while maintaining key protections for students with disabilities related to behavioral intervention.

The revision provides clarification regarding requirements for individuals involved in behavioral intervention.

Education Code Section 56320(b)(3) establishes that assessments of students with exceptional needs "are conducted by persons competent to perform the assessment, as determined by the local educational agency". California education law established requirements for individuals assigned to design and plan behavioral interventions. Behavioral intervention shall be designed or planned by personnel who hold a Master's Degree in Education, Psychology, Counseling, Behavior Analysis, Behavior Science, Human Development, Social Work, Rehabilitation, or in a related field, issued by a regionally accredited post-secondary institution of higher education.

Based on changes to requirements and a salary survey of the Behavior Analyst position, a change to the salary is recommended from Range A33 on the Classified Salary Schedule Bargaining Unit C to Range A34 on the Classified Salary Schedule Bargaining Unit C. Additionally, in equity with the stipend afforded to those that are Board Certified Behavior Analyst on the Certificated Bargaining Unit Salary Schedule, it is recommended that the \$932/year stipend also be included on the Classified Salary Schedule.

DIRECTOR RECOMMENDATION

It is recommended that the revised job description of Behavior Analyst be approved with a salary recommendation on the Classified Salary Schedule-Bargaining Unit C at Range A34, \$5887-\$7156 per month, including a stipend of \$932 per year for possession of the BCBA certification.



Behavior Analysts

Fri, Sep 14, 2018 at 3:57 PM

Elaine Semple <semple.elaine@tUSD.org>
To: Marion Schugt <schugt.marion@tUSD.org>, Kumi Smart <Smart.Kumi@tUSD.org>

Marion,

I am requesting that we increase the educational requirements for the Behavior Analysts to ensure that all have their Master's and are then eligible to pursue their BCBA's.

I am requesting this because we have increased the job responsibilities of the BA's to include conducting FBA's, developing programs and writing and consulting on BIP's. They function in roles similar to that of teachers, SLP's, OT's - all of whom have either a credential or MA stipulation for hiring. Mandy brought me some Ed Code ish stuff that highlights the expectation by CDE and Educational oversight organizations that Behavior Analysts - who supervise programs - are highly qualified. Also, in the field of Behavior Analysis, the case supervisors all have Master's Degrees.

Let me know if you have any questions.

Elaine

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Elaine Semple, PhD BCBA
Director of Special Education
Torrance Unified School District
310-972-6101

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TORRANCE UNIFIED SCHOOL DISTRICT

CLASS TITLE: BEHAVIOR ANALYST

~~Under the direction of the Director of Special Education and the Assistant Principal, LAUNCH Preschool Programs an assigned supervisor, conduct assessments for students with behavioral challenges; assist in the administration and supervision of a~~ develop and supervise behavioral programs and Intensive Behavior Intervention (I.B.I.) services for students with a diagnosis of autism or PDD NOS, or students with moderate to severe disabilities.

REPRESENTATIVE DUTIES:

Perform comprehensive functional behavioral assessments to generate supporting written documentation to establish eligibility, level of need and goals/objectives for students with behavioral challenges. E

Provide inclusion support for students and discrete trial training (DTT) programs for students with a diagnosis of autism. E

~~Provide behavioral consultation and classroom and/or staff consultation~~ Provide consultation and recommendations to school teams, special education and general education, and parents for researching instructional techniques, modifications, adaptations and materials based on the unique needs of the students. E

Assist school staff in the development of charting systems, the development of social stories, social groups (circle of friends), and social skills training. E

~~Provide recommendations for instructional techniques, modifications, adaptations, and materials based on the unique needs of individual students~~ Use evidence based methods and rubrics to determine levels of support and services for inclusion and extended day programs. E

~~Develop and conduct staff trainings and seminars, provide written reference articles and books to staff and parents~~ Generate and conduct professional development, staff trainings and seminars for educational assistants, teachers, administration, related services providers and parents. E

~~Direct a team of four paraeducators to provide services to students with moderate to severe disabilities~~ Direct oversee and lead a team or para-professionals to provide direct and consultative services to students with significant behavioral challenges. E

Assess the need for ASSISTT school-based or BRIDGE (*Building and Reinforcing Interventions Designed for Gains in Education*) home-based services, which would include administration of selected protocols, interviews of staff members and family members, and observations of the students across environments. E

Develop appropriate data collection protocols to ~~G~~generate written reports regarding addressing the behavioral needs of individual students including recommendations for behavioral strategies, such as token economies, picture schedules, or other approaches. E

Attend IEP meetings for initial requests for ASSISTT or BRIDGE assessments, as well as IEPs for students already receiving these services, to inform the IEP team. E

Maintain accurate and up to date student records and service logs that are compliant with law and District policies/guidelines. E

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

~~Challenges of children with moderate to severe disabilities~~ Principals of Applied Behavior Analysis and applications within a school setting.

~~The diagnosis of autism or PDD NOS, and approaches to instruction for this population.~~

~~Discrete Trial Instruction~~ Training

Child psychology and behavioral responses.

Oral and written communication skills.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

Technical aspects of the IEP process as it relates to student services

Data collection techniques and data reporting.

Research methods and report writing techniques.

ABILITY TO:

Analyze behavior and target areas for enhanced student performance and response.

Collect and analyze data and prepare clear, comprehensive reports.

Read, interpret, apply and explain rules, regulations, policies and procedures of the program.

Analyze situations accurately and adopt an effective course of action.

Operate a computer terminal.

Communicate effectively both orally and in writing.

~~Supervise~~ Lead a team of educational assistants for the best possible result.

Plan and organize work.

Meet schedules and timelines.

Work independently with little direction.

Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

~~A Bachelor's Degree with an emphasis in psychology, behavioral studies, sociology or related field. A Master's Degree in psychology, counseling, behavioral studies analysis, behavior science, sociology human development, social work, rehabilitation or related field is desirable.~~ Behavior Intervention Case Manager (B.I.C.M.) certification and Board Certified Behavior Analyst (B.C.B.A.) certificate are preferred.

LICENSES AND OTHER INFORMATION:

Valid California driver's license. Employees in this classification must maintain insurability at the District's standard rate during the term of employment.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment or school environment; subject to constant interruptions.

PHYSICAL ABILITIES:

Bending, pushing, moving, and lifting objects weighing up to 25 pounds. Dexterity of hands and fingers to operate office equipment, sitting or standing for extended periods of time, reaching to retrieve and maintain files, hearing and speaking to exchange information.

TORRANCE UNIFIED SCHOOL DISTRICT

CLASS TITLE: BEHAVIOR ANALYST

Under the direction of an assigned supervisor, conduct assessments for students with behavioral challenges; develop and supervise behavioral programs.

REPRESENTATIVE DUTIES:

Perform comprehensive functional behavioral assessments to generate supporting written documentation to establish eligibility, level of need and goals/objectives for students with behavioral challenges. *E*

Provide inclusion support for students and discrete trial training (DTT) programs for students with a diagnosis of autism. *E*

Provide consultation and recommendations to school teams, special education and general education, and parents for researching instructional techniques, modifications, adaptations and materials based on the unique needs of the students. *E*

Assist school staff in the development of charting systems, the development of social stories, social groups and social skills training. *E*

Use evidence based methods and rubrics to determine levels of support and services for inclusion and extended day programs. *E*

Generate and conduct professional development, staff trainings and seminars for educational assistants, teachers, administration, related services providers and parents. *E*

Direct oversee and lead a team or para-professionals to provide direct and consultative services to students with significant behavioral challenges. *E*

Assess the need for ASSISTT school-based home-based services, which would include administration of selected protocols, interviews of staff members and family members, and observations of the students across environments. *E*

Develop appropriate data collection protocols to generate written reports addressing the behavioral needs of individual students including recommendations for behavioral strategies, such as token economies, picture schedules, or other approaches. *E*

Attend IEP meetings for initial requests for ASSISTT or BRIDGE assessments, as well as IEPs for students already receiving these services, to inform the IEP team. *E*

Maintain accurate and up to date student records and service logs that are compliant with law and District policies/guidelines. *E*

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principals of Applied Behavior Analysis and applications within a school setting.

Discrete Trial Training

Child psychology and behavioral responses.

Oral and written communication skills.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

Technical aspects of the IEP process as it relates to student services
Data collection techniques and data reporting.
Research methods and report writing techniques.

ABILITY TO:

Analyze behavior and target areas for enhanced student performance and response.
Collect and analyze data and prepare clear, comprehensive reports.
Read, interpret, apply and explain rules, regulations, policies and procedures of the program.
Analyze situations accurately and adopt an effective course of action.
Operate a computer.
Communicate effectively both orally and in writing.
Lead a team of educational assistants for the best possible result.
Plan and organize work.
Meet schedules and timelines.
Work independently with little direction.
Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

A Master's Degree in psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation or related field. Behavior Intervention Case Manager (B.I.C.M.) certification and Board Certified Behavior Analyst (B.C.B.A.) certificate are preferred.

LICENSES AND OTHER INFORMATION:

Valid California driver's license. Employees in this classification must maintain insurability at the District's standard rate during the term of employment.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment or school environment; subject to constant interruptions.

PHYSICAL ABILITIES:

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**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

January 9, 2019

TO: PERSONNEL COMMISSIONERS
Gary Kuwahara, CPA, Chair
Dr. Anil Muhammed, Vice-Chair
Terry K. Furey, Member

FROM: DIRECTOR-PERSONNEL COMMISSION
Marion Schugt

SUBJECT: ADVANCED SALARY PLACEMENT – Behavior Analyst

BACKGROUND:

Attached is memorandum from Dr. Kumi Smart, Coordinator, requesting advanced salary placement for the new Behavior Analyst. In accordance with Personnel Commission Rule 17.2.1, Dr. Smart is requesting that Heather Bae be granted advanced step placement at Step 2, Range A33, on the Classified Employees Salary Schedule Bargaining Unit C.

The request is based on years of valuable, related experience and possession of an advanced degree.

There have been previous instances in which the Personnel Commission approved advanced salary placement. In each of these circumstances, the prospective employees qualified in at least one or more of the following categories: (1) extensive school district experience and/or (2) extreme difficulty in recruitment for the particular position.

It is duly noted that the number of recruitment candidates within the classification of Behavior Analyst are severely limited due to the technical expertise and experience required.

DIRECTOR RECOMMENDATION:

Approve advanced step placement, as requested by Dr. Kumi Smart, Coordinator, for Heather Bae to Step 2, Range A33, on the Classified Employees Salary Schedule Bargaining Unit C, for the position of Behavior Analyst, effective as of the date of hire.



Advanced Salary Placement

1 message

Kumi Smart <Smart.Kumi@tUSD.org>
To: Marion Schugt <schugt.marion@tUSD.org>

Wed, Dec 12, 2018 at 5:07 PM

Marion,

Under Personnel Commission Rule 17.2.1, I respectfully request that Heather Bae, our new Behavior Analyst, be granted advanced step placement at Step 2, range 33 on the Behavior Analyst Salary Schedule.

Ms. Bae has her BCBA which is beyond the minimum requirements established for entry into her job classification.

If you should have any questions or concerns please feel free to contact me.

Kumi Smart, Ed. D
Coordinator
Special Education
310 972-6124
310 972-6581 (Fax)
smart.kumi@tUSD.org