

**PLEASE POST**

**PERSONNEL COMMISSION  
TORRANCE UNIFIED SCHOOL DISTRICT**

Regular Meeting  
July 16, 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 June 18, 2019
- IV. COMMENTS FROM THOSE IN ATTENDANCE #1 (Limited to 30 Minutes)
- V. NEW BUSINESS
  - A. Approval of Eligibility List – Fiscal Services Specialist
  - B. Approval of New Job Description – Registered Behavior Technician
  - C. Approval of Revised Job Description – Paraeducator-Tier I/Tier II
  - D. Approval of Revised Job Description – Job Developer
- VI. INFORMATION ITEMS
  - Job Announcements:
    - Child Development Instructor
    - Child Development Program Assistant Tier II
    - College-Career Counseling Coordinator
    - Health Services Assistant
    - Licensed Vocational Nurse
    - Nutrition Services Assistant I
    - Nutrition Services Assistant II
    - Nutrition Services Operations Supervisor
    - Nutrition Services Supervisor I
    - Paraeducator-Tier I/Tier II
    - Paraeducator-Tier II (Braille)
    - Paraeducator-Tier II (Sign Language)
    - Personnel Commission Specialist
    - Pool Maintenance Technician
    - Student Supervision Assistant
  - Next Regular Commission Meetings (2019) –

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  
June 18, 2019**

**CALL TO ORDER** The meeting was called to order by Commissioner Kuwahara 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, June 18, 2019.

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

**APPROVAL OF MINUTES – Regular Meeting of May 21, 2019** Commissioner Muhammed moved, seconded by Commissioner Furey, that the Minutes of the Regular Meeting of May 21, 2019, be approved. Motion carried 3/0.

**APPROVAL OF ELIGIBILITY LIST – Behavior Analyst, Child Development Instructor, Child Development Program Assistant Tier II, Health Services Assistant, Manager-Nutrition Services, Nutrition Services Assistant Supervisor, Paraeducator-Tier I/Tier II, Paraeducator-Tier II (Braille), Paraeducator-Tier II (Sign Language), School Staff Assistant I, Student Supervision Assistant** Commissioner Furey moved, seconded by Commissioner Muhammed, that the eligibility lists of Behavior Analyst, Child Development Instructor, Child Development Program Assistant Tier II, Health Services Assistant, Manager-Nutrition Services, Nutrition Services Assistant Supervisor, Paraeducator-Tier I/Tier II, Paraeducator-Tier II (Braille), Paraeducator-Tier II (Sign Language), School Staff Assistant I, Student Supervision Assistant, be approved. Motion carried 3/0.

**INFORMATION ITEMS** Job Announcements:  
Nutrition Services Manager  
Next Regular Commission Meeting (2019) –  
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

**ADJOURNMENT** Meeting adjourned at 4:35 p.m.

**PERSONNEL COMMISSION  
TORRANCE UNIFIED SCHOOL DISTRICT**

July 11, 2018

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 NEW JOB DESCRIPTION – Registered Behavior Technician

**BACKGROUND**

At the request of Dr. Elaine Semple, Director-Special Education, the Commission staff evaluated how to respond to the growing needs of the Special Education Department through the development of a new classified position.

The Registered Behavior Technician will assist the current Behavior Analyst staff in implementing individualized intervention regarding maladaptive behaviors. This position requires the Registered Behavior Technician (RBT) Certification from the Behavior Analyst Certification Board.

**DIRECTOR RECOMMENDATION**

It is recommended that the new job description of Registered Behavior Technician be approved with a salary recommendation on the Classified Salary Schedule-Bargaining Unit C at Range A24, \$4596-\$5586 per month.

## TORRANCE UNIFIED SCHOOL DISTRICT

### CLASS TITLE: REGISTERED BEHAVIOR TECHNICIAN

#### BASIC FUNCTION:

Under the direction of an assigned supervisor, assist the Behavior Analyst in implementing individualized intervention with the principles of Applied Behavior Analysis; monitor, redirect and modify student progress regarding maladaptive behaviors and performance.

#### REPRESENTATIVE DUTIES:

Implement individualized intervention in the reduction of behavioral challenges and promotion of skill acquisition using the principles of Applied Behavior Analysis. **E**

Perform as a collaborative member of an intensive behavioral team to ensure delivery of high quality interventions across environments. **E**

Conduct Interobserver Agreement (IOA); observe, monitor, and record behavior of students according to approved procedures; collect and maintain data on individual behavior plans; report progress regarding student academic performance and behavior with a high level of accuracy, consistency and organization. **E**

Generate weekly data summaries and submit data reports to Behavior Analysts and/or BCBAs within scheduled timeline; provide assistance in the preparation of charts, records, graphs, or other displays of student performance data. **E**

Track and monitor services that are provided or missed/necessary makeups; schedule services with consideration of other service providers. **E**

When necessary, and with the support of the classroom team, use Nonviolent Crisis Intervention strategies to prevent and/or de-escalate challenging behavior; reducing risk of injury and enhancing the safety of the students and staff. **E**

Assure the health and safety of students by following health and safety practices and regulations; assist in maintaining a clean and orderly learning environment. **E**

Attend regularly scheduled team meetings and in-service training programs as assigned. **E**

Assist students with diapering, personal hygiene and learning proper personal hygiene; assist students with special and daily activities such as using the restroom. **E**

Provide support by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment, and distributing and collecting paper and supplies. **E**

May ride and assist student on school bus or other form of transportation. **E**

Facilitate structured peer group activities, as appropriate. **E**

Perform related duties as assigned.

#### KNOWLEDGE AND ABILITIES:

##### KNOWLEDGE OF:

Behavior intervention strategies including, but not limited to, Nonviolent Crisis Intervention strategies, applied behavior analytic methods (e.g., systematic prompting with fading, reinforcement systems), positive behavior support plans, and communication-based strategies.

Child guidance principles and practices, as they relate to students with learning disabilities, developmental delays and behaviors.

Data collection techniques and reporting.

Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language, and reading.

Appropriate developmental tasks.

Safe practices in classroom and playground activities.

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

Appropriate interpersonal relations using tact, patience and courtesy.  
Basic record-keeping techniques.

**ABILITY TO:**

Implement behavior management techniques used with students with special needs.  
Implement Nonviolent Crisis Intervention.  
Implement training techniques and chart behavior.  
Assist with the instructional and related activities of a special education program.  
Understand the exceptional needs of students receiving special education services.  
Monitor and observe student behavior according to approved policies and procedures.  
Develop rapport and relate to students with physical, cognitive or learning disabilities.  
Understand and follow oral and written directions.  
Communicate effectively orally and in writing with children and adults.  
Read and follow rules, regulations, policies and procedures.  
Work cooperatively with others.

**EDUCATION AND EXPERIENCE:**

Graduation from high school and one year of experience working with students with disabilities in an organized setting.

**LICENSES AND OTHER REQUIREMENTS:**

Possession of a valid Registered Behavior Technician (RBT) Certification, as outlined by the Behavior Analyst Certification Board.

**WORKING CONDITIONS:**

ENVIRONMENT: Classroom environment

**PHYSICAL ABILITIES:**

Seeing to monitor student behavior during classroom activities, hearing and speaking to exchange information related to classroom assignments, bending at the waist, kneeling, and standing for extended periods of time, bending, pushing, moving, and moving objects weighing up to 50 pounds, and dexterity of hands and fingers to operate audio-visual and other equipment.

**PERSONNEL COMMISSION  
TORRANCE UNIFIED SCHOOL DISTRICT**

July 11, 2018

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 – Paraeducator-Tier I/Tier II

**BACKGROUND**

At the request of Dr. Elaine Semple, Director-Special Education, the job description of Paraeducator Tier I/Tier II was reviewed to clarify the representative duties that would distinguish a position between a Tier I and a Tier II.

The primary function and responsibilities of the position remain the same, but proposed revisions reflect a rewording of existing duties and the addition of duties exclusive to the Tier II position.

**DIRECTOR RECOMMENDATION**

It is recommended that the revised job description of Paraeducator Tier I/Tier II be approved with no changes to the current salary.

## TORRANCE UNIFIED SCHOOL DISTRICT

### CLASS TITLE: PARAEDUCATOR-TIER I/TIER II

#### **BASIC FUNCTION:**

Under the direction of an assigned supervisor, assist a certificated teacher in providing academic and behavioral support to individuals or groups of students in an assigned special education program; monitor and report student progress regarding behavior and performance; perform a variety of clerical duties in support of the instructional program.

#### **REPRESENTATIVE DUTIES:**

**TIER II ONLY:** Under the direction of a certificated teacher, expected to assist students with disabilities with diapering and personal hygiene; use approved interventions to address significant aggressive and/or self-injurious behaviors and as outlined in the student behavior intervention plans; will intervene with approved interventions when behaviors present a safety issue, i.e. eloping off campus or climbing peripheral fencing. **E**

Assist a certificated teacher in providing academic and behavioral support to students in an assigned special education program such as Special Day Class (SDC), Resource Specialist Program (RSP) or other related special education assignments. **E**

Provide instructional assistance to individuals or groups of special education students in a special class or when included into regular classrooms; assist special and regular education students during classroom activities, lunch, physical education periods, recess and various other activities as directed. **E**

Reinforce instruction to students with learning disabilities and language, communication and behavioral challenges; confer on a regular basis with teachers concerning programs and materials to meet the individual needs of special education students. **E**

Prepare instructional materials as directed by the teacher; create or modify materials to assist the learning process. **E**

Provide support to the teacher by setting up work areas; operate audio-visual equipment and educational training equipment; distribute and collect paper and supplies. **E**

Observe and address behavior of students according to approved procedures; report progress and problems regarding student performance and behavior to the teacher. **E**

Perform a variety of clerical duties such as preparing and duplicating instructional materials; maintain records including attendance as assigned; maintain the confidentiality of records and information related to students and parents. **E**

Assure the health and safety of students by following health and safety practices and procedures; assist in maintaining a clean and orderly learning environment. **E**

Direct group activities of students as assigned; monitor students while the teacher is out of the classroom. **E**

Assist special education students in vocational training programs; assist Vocational Assessment Counselors as assigned; travel to SoCal ROC and work sites as assigned to job-coach and assist students. **E**

Assist students with special and daily activities such as using restroom. **E**

May ride and assist students on school bus or other form of transportation. **E**

Assist with maintaining IEP records and files; contact parents as directed.

Participate in staff meetings and in-service training programs, as assigned.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Child guidance principles and practices, especially as they relate to special education students.
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.
- Principles and techniques of providing instructional assistance to groups of individuals in a variety of subject areas.
- Techniques for measuring student progress.
- Behavior of emotionally disturbed students.
- Safe practices in classroom and playground activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.
- Classroom procedures and conduct.

**ABILITY TO:**

- Assist a certificated teacher with instruction in an assigned special education program.
- Learn instructional techniques appropriate for students with learning disabilities and other problems.
- Learn, apply, interpret and explain specialized mathematics, reading, writing and other tests for Special Education students.
- Demonstrate a patient, understanding and receptive attitude toward children with special needs, including those with disruptive emotional characteristics.
- Prepare and complete student progress reports.
- Assist in the administration of assigned testing instruments to aid in developing IEP's.
- Make arithmetic calculations quickly and accurately.
- Understand and follow oral and written directions.
- Learn the procedures, functions and limitations of assigned duties.
- Work independently with minimal direction.
- Communicate effectively with children, parents and adults.
- Establish and maintain effective working relationships with students, parents, faculty and the public, including members of ethnic communities.
- Understand and apply rules, regulations, policies and procedures.
- Work confidentially with discretion.
- Operate instructional and office equipment.
- Perform clerical duties such as filing, duplicating and maintaining records.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school and one year of experience working with children in an organized setting.

**LICENSES AND OTHER REQUIREMENTS:**

Some positions in this class may be required to speak a second designated language. Successful completion of the District's competency test in reading, writing, and mathematics is required before employment. Some positions in this class may be required to receive training and direction from a Registered Nurse to administer medical treatments and medications to students with special health conditions.

**WORKING CONDITIONS:**

**ENVIRONMENT:** Classroom environment

**PHYSICAL ABILITIES:**

Seeing to monitor student behavior during classroom activities, hearing and speaking to exchange information related to classroom assignments, bending at the waist, kneeling, and standing for extended periods of time, bending, pushing, moving, and moving objects weighing up to 50 pounds, and dexterity of hands and fingers to operate audio-visual and other equipment.



## TORRANCE UNIFIED SCHOOL DISTRICT

### CLASS TITLE: PARAEUCATOR-TIER I/TIER II

#### BASIC FUNCTION:

Under the direction of an Principal assigned supervisor, assist a certificated teacher in providing instruction academic and behavioral support to individuals or groups of students in an assigned special education program; monitor and report student progress regarding behavior and performance; perform a variety of clerical duties in support of the instructional program.

#### REPRESENTATIVE DUTIES:

**TIER II ONLY: Under the direction of a certificated teacher, expected to assist students with disabilities with diapering and personal hygiene; use approved interventions to address significant aggressive and/or self-injurious behaviors and as outlined in the student behavior intervention plans; will intervene with approved interventions when behaviors present a safety issue, i.e. eloping off campus or climbing peripheral fencing.**

*E*

Assist a certificated teacher in providing instruction academic and behavioral support to students in an assigned special education program such as Severely Emotionally Disturbed (SED), Special Day Class (SDC), Resource Specialist Program (RSP) or other related special education assignments. *E*

Provide instructional assistance to individuals or groups of special education students in a special class or when ~~main~~ streamed included into regular classrooms; assist special and regular education students during classroom activities, lunch, physical education periods, recess and various other activities as directed. *E*

Reinforce instruction to students with learning disabilities and language, communication and behavioral problems challenges; confer on a regular basis with teachers concerning programs and materials to meet the individual needs of special education students. *E*

Prepare instructional materials as directed by the teacher; create or modify materials to assist the learning process; ~~administer assigned testing instruments to assist in developing Individual Education Plans; score a variety of tests and assist in maintaining student files and records.~~ *E*

Provide support to the teacher by setting up work areas, ~~displays, exhibits and bulletin boards~~; operate audio-visual equipment and educational training equipment; distribute and collect paper and supplies. *E*

Observe and ~~control~~ address behavior of students according to approved procedures; report progress and problems regarding student performance and behavior to the teacher. *E*

Perform a variety of clerical duties such as preparing and duplicating instructional materials, ~~scoring papers and recording grades~~; maintain records including attendance, ~~grades and test scores~~ as assigned; maintain the confidentiality of records and information related to students and parents. *E*

Assure the health and safety of students by following health and safety practices and procedures; assist in maintaining a clean and orderly learning environment. *E*

Direct group activities of students as assigned; supervise monitor students while the teacher is out of the classroom. *E*

Assist special education students in vocational training programs; ~~conduct vocational assessment testing and assist Vocational Assessment Counselors as assigned~~; travel to SCROC SoCal ROC and work sites as assigned to job-coach and assist students. *E*

Assist students with special and daily activities such as using restroom facilities ~~or participating in swimming lessons and other athletic activities.~~ *E*

~~Assist in loading and unloading of students from buses as assigned.~~ May ride and assist students on school bus or other form of transportation. *E*

Assist with maintaining IEP records and files; ~~attend and participate in IEP meetings as required~~; maintain confidentiality of student records in accordance with legal requirements and policies; contact parents as directed ~~or required~~.

Participate in staff meetings and in-service training programs, as assigned.

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Child guidance principles and practices, especially as they relate to special education students.
- Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.
- Principles and techniques of providing instructional assistance to groups of individuals in a variety of subject areas.
- Techniques for measuring student progress.
- Behavior of emotionally disturbed students.
- Safe practices in classroom and playground activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.
- Classroom procedures and conduct.

**ABILITY TO:**

- Assist a certificated teacher with instruction in an assigned special education program.
- Learn instructional techniques appropriate for students with learning disabilities and other problems.
- Learn, apply, interpret and explain specialized mathematics, reading, writing and other tests for Special Education students.
- Demonstrate a patient, understanding and receptive attitude toward children with special needs, including those with disruptive emotional characteristics.
- Prepare and complete student progress reports.
- Assist in the administration of assigned testing instruments to aid in developing IEP's.
- Make arithmetic calculations quickly and accurately.
- Understand and follow oral and written directions.
- Learn the procedures, functions and limitations of assigned duties.
- Work independently with minimal direction.
- Communicate effectively with children, parents and adults.
- Establish and maintain effective working relationships with students, parents, faculty and the public, including members of ethnic communities.
- Understand and apply rules, regulations, policies and procedures.
- Work confidentially with discretion.
- Operate instructional and office equipment.
- Perform clerical duties such as filing, duplicating and maintaining records.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school and one year of experience working with children in an organized setting.

**LICENSES AND OTHER REQUIREMENTS:**

Some positions in this class may be required to speak a second designated language. Successful completion of the District's competency test in reading, writing, and mathematics is required before employment. Some positions in this class may be required to receive training and direction from a Registered Nurse to administer medical treatments and medications to students with special health conditions.

**WORKING CONDITIONS:**

**ENVIRONMENT:** Classroom environment

**PHYSICAL ABILITIES:**

Seeing to monitor student behavior during classroom activities, hearing and speaking to exchange information related to classroom assignments, bending at the waist, kneeling, and standing for extended periods of time, bending, pushing, moving, and moving objects weighing up to 50 pounds, and dexterity of hands and fingers to operate audio-visual and other equipment.

**PERSONNEL COMMISSION  
TORRANCE UNIFIED SCHOOL DISTRICT**

July 11, 2018

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 – Job Developer

**BACKGROUND**

At the request of Dr. Elaine Semple, Director-Special Education, the job description of Job Developer was reviewed to update the required duties to reflect current contract language. A request was also made to change the title to "Vocational Education Specialist" to reflect the broader scope of responsibilities of the position.

The primary function and responsibilities of the position remain the same, but proposed revisions reflect a rewording and additional clarification of existing duties.

**DIRECTOR RECOMMENDATION**

It is recommended that the revised job description of Job Developer with a title change to "Vocation Education Specialist" be approved with no changes to the current salary.

## TORRANCE UNIFIED SCHOOL DISTRICT

### CLASS TITLE: VOCATIONAL EDUCATION SPECIALIST

#### BASIC FUNCTION:

Under the direction of the Director-Special Education, the Vocational Education Specialist establishes partnerships with students, families and schools to provide services and advocacy resulting in employment skills and post-secondary options. The Vocational Education Specialist establishes linkages with employers to develop subsidized work experience and competitive job opportunities; works with local employers, business and community organizations to develop jobs for students/clients and recommends job-training skills necessary to place individuals in the job market. Markets the Torrance Unified School District's School-to-Career Programs. This position is funded through grants.

#### DISTINGUISHING CHARACTERISTICS:

Job duty emphasis may vary from year to year based on grants' needs, and the class specification shall be interpreted in accordance with Personnel Commission Rule 3.2.4 (Interpretation of Class Specifications). Involves use of own automobile.

#### REPRESENTATIVE DUTIES:

Provide supportive career exploration counseling to students/clients through the exploration of career interests, assessment of strengths and labor market research. *E*

Communicate with local employers for job leads and to develop community based work experience sites for students/clients. *E*

Conduct interviews to assess strengths and weaknesses of students/clients. *E*

Determine appropriate job placement for students/clients including self-employment, supportive employment, and non-traditional employment. *E*

Coordinate work-based learning experience/ job placement of students/clients in work experience and competitive employment. *E*

Communicate and work cooperatively with TPP and program staff, campus liaisons and families on a regular basis. *E*

Monitor progress in work experience, job search and on the job. *E*

Conduct trainings to build student/client self-advocacy, knowledge, confidence and leadership skills.

Assist as needed with workplace readiness training. *E*

Write progress reports regarding student/client achievement. *E*

Perform work site analyses, job analyses and recommend job restructuring concepts to employer. *E*

Liaison with Employment Development Department, community organizations and other related agencies. *E*

Maintain records and complete district and state mandated reports. *E*

Maintain working knowledge of current employment laws and practices. *E*

Operate office machines including computer workstation. *E*

Perform related duties as assigned.

#### KNOWLEDGE AND ABILITIES:

##### KNOWLEDGE OF:

Job development and job placement techniques.

Procedures and methods of educational and vocational guidance.  
Physical, intellectual social emotional growth of special education students.  
Job search and interview skills.  
Local employment market, community resources and organizations.  
Job content and employment qualifications for various occupations.  
Vocational education programs.  
Career information sources.  
Successful marketing techniques and practices.  
Job restructuring.  
Organizations that provide assistance for individuals with disabilities.  
Vocational assessment methods.  
Computer workstation skills.  
City, State and Federal laws, regulations, and codes related to employment and Equal Employment Opportunity  
The American with Disabilities Act.

**ABILITY TO:**

Interact positively and constructively with adolescents.  
Match individuals to jobs.  
Make decisions regarding job placement of individuals.  
Match students/clients to placement openings.  
Motivate employers to become involved with the program.  
Maintain good relationships with employers.  
Work effectively with individuals from a variety of educational, socioeconomic, and ethnic backgrounds, and with various disabilities.  
Be sensitive to the student's feelings and need for assistance.  
Understand and apply eligibility requirements related to special programs.  
Impart and obtain information tactfully and accurately.  
Communicate effectively both orally and in writing.  
Conduct research and identify resources for vocational guidance.  
Learn, interpret and apply legal mandates, policies, rules and regulations and operational procedures.  
Organize a variety of tasks to achieve program objectives.  
Work independently, prioritize tasks, and utilize effective time management skills.  
Assemble diverse data and prepare clear and concise reports, correspondence and related material.  
Exercise sound judgment, work with confidentiality and discretion.

**EDUCATION AND EXPERIENCE:**

Bachelor's degree in business, marketing, communications, public relations, rehabilitation, psychology, or an area related to job development for persons with disabilities is desired. Public contact experience, marketing background is preferred. Two (2) years of experience in a vocational program working with special needs students.

**LICENSES AND OTHER REQUIREMENTS**

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

**WORKING CONDITIONS:**

**PHYSICAL ABILITIES:**

Bending, pushing, lifting, moving objects weighing up to 25 pounds.

## TORRANCE UNIFIED SCHOOL DISTRICT

### **CLASS TITLE: JOB DEVELOPER/VOCATIONAL EDUCATION SPECIALIST**

#### **BASIC FUNCTION:**

~~Under the direction of the Director—Special Education and directly responsible to the Resource Teacher of the School-to-Career Programs (Transition Partnership Program and WorkAbility1), the Job Developer~~**Vocational Education Specialist establishes partnerships with students, families and schools to provide services and advocacy resulting in employment skills and post-secondary options. The Vocational Education Specialist** establishes linkages with employers to develop subsidized work experience and competitive job opportunities. ~~The Job Developer;~~ works with local employers, business and community organizations to develop jobs for students/clients and recommends job-training skills necessary to place individuals in the job market. Markets the Torrance Unified School District's School-to-Career Programs. This position is funded through grants. ~~Job duty emphasis may vary from year to year based on grants' needs, and the class specification shall be interpreted in accordance with Personnel Commission Rule 3.2.4 (Interpretation of Class Specifications). Involves use of own automobile and will include transportation of students/clients.~~

#### **DISTINGUISHING CHARACTERISTICS:**

Job duty emphasis may vary from year to year based on grants' needs, and the class specification shall be interpreted in accordance with Personnel Commission Rule 3.2.4 (Interpretation of Class Specifications). ~~Involves use of own automobile and will include transportation of students/clients.~~

#### **REPRESENTATIVE DUTIES:**

**Provide supportive career exploration counseling to students/clients through the exploration of career interests, assessment of strengths and labor market research. E**

~~Communicate with local employers for job leads and to develop community based work experience sites for in-school students/clients. E~~

~~Determine appropriate job placement for students/clients~~**including self-employment, supportive employment and non-traditional employment. E**

~~Coordinate the job placement of students/clients in work experience and competitive employment.~~**Coordinate work-based learning experience/ job placement of students/clients in work experience and competitive employment. E**

~~Visit assigned campuses on a weekly basis. E~~

~~Communicate and work cooperatively with TPP and WA1 program staff, campus liaisons, and families on a regular basis. E~~

~~Provide supportive career counseling. E~~

~~Conduct interviews to assess strengths and weaknesses of students/clients. E~~

~~Monitor progress in work experience, job search, and on the job. E~~

**Conduct trainings to build student/client self-advocacy, knowledge, confidence and leadership skills. E**

**Assist as needed with workplace readiness training. E**

~~Write progress reports regarding student/client achievement. E~~

~~Transport~~**Accompany** students/clients to medical appointments, job search, job interviews, shop for work related supplies, and field trips. E

~~Perform work site analyses, job analyses, and recommend job restructuring concepts to employer. E~~

~~Develop a liaison with Employment Development Department, community organizations, and other related agencies. E~~

**Maintain records and complete district and state mandated reports. E**

**Maintain working knowledge of current employment laws and practices. E**

Operation of office machines including computer workstation. E

Perform related duties as assigned by the Resource Teacher.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Job development and job placement techniques.
- Job search and interview skills.
- Local employment market, community resources and organizations.
- Job content and employment qualifications for various occupations.
- Vocational education programs.
- Career information sources.
- Successful marketing techniques and practices.
- Job restructuring.
- Organizations that provide assistance for individuals with disabilities.
- Vocational assessment methods.
- Computer workstation skills.
- City, State and Federal laws, regulations, and codes related to employment and Equal Employment Opportunity
- The American with Disabilities Act.

**ABILITY TO:**

- Match individuals to jobs.
- Make decisions regarding job placement of individuals.
- Match students/clients to placement openings.
- Motivate employers to become involved with the program.
- Maintain good relationships with employers.
- Work effectively with individuals from a variety of educational, socioeconomic, and ethnic backgrounds, and with various disabilities.
- Understand and apply eligibility requirements related to special programs.
- Impart and obtain information tactfully and accurately.
- Communicate effectively both orally and in writing.
- Exercise sound judgment.
- Multi-task.

**EDUCATION AND EXPERIENCE:**

Bachelor's degree in business, marketing, communications, public relations, rehabilitation, psychology, or an area related to job development for persons with disabilities is desired. Public contact experience, marketing background is preferred. Professional experience with individuals with disabilities is desired.

**LICENSES AND OTHER REQUIREMENTS**

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

**WORKING CONDITIONS:**

**PHYSICAL ABILITIES:**

Bending, pushing, lifting, moving objects weighing up to 25 pounds.