

PLEASE POST

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

Regular Meeting
August 20, 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 July 16, 2019
- IV. COMMENTS FROM THOSE IN ATTENDANCE #1 (Limited to 30 Minutes)
- V. NEW BUSINESS
 - A. Approval of Eligibility Lists
 - Child Development Instructor
 - Child Development Program Assistant-Tier II
 - College Career Counseling Coordinator
 - Health Services Assistant
 - Nutrition Services Assistant I
 - Nutrition Services Assistant II
 - Nutrition Services Supervisor I
 - Paraeducator-Tier I/Tier II
 - Personnel Commission Specialist
 - Student Supervision Assistant
 - 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
 - E. Commissioner Appointment – Board of Education’s Appointee
- VI. INFORMATION ITEMS
 - Job Announcements:
 - Benefits Analyst
 - Educational Assistant – Special Education ASSISTT
 - Nutrition Services Transport/Stock Assistant
 - Next Regular Commission Meetings (2019) –
 - 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
July 16, 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, July 16, 2019.

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

APPROVAL OF MINUTES – Regular Meeting of June 18, 2019 Commissioner Muhammed moved, seconded by Commissioner Furey, that the Minutes of the Regular Meeting of June 18, 2019, be approved. Motion carried 3/0.

APPROVAL OF ELIGIBILITY LIST – Fiscal Services Specialist Commissioner Muhammed moved, seconded by Commissioner Furey, that the Fiscal Services Specialist eligibility list, be approved. Motion carried 3/0.

APPROVAL OF NEW JOB DESCRIPTION – Registered Behavior Technician Commissioner Furey moved, seconded by Commissioner Muhammed, that the new job description for Registered Behavior Technician, be tabled until the next regular meeting of the Personnel Commission on August 20, 2019. Motion carried 3/0.

APPROVAL OF REVISED JOB DESCRIPTION – Paraeducator-Tier I/Tier II Commissioner Furey moved, seconded by Commissioner Muhammed, that the revised job description for Paraeducator-Tier I/Tier II, be tabled until the next regular meeting of the Personnel Commission on August 20, 2019. Motion carried 3/0.

APPROVAL OF REVISED JOB DESCRIPTION – Job Developer Commissioner Furey moved, seconded by Commissioner Muhammed, that the revised job description for Job Developer, be tabled until the next regular meeting of the Personnel Commission on August 20, 2019. Motion carried 3/0.

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 Meeting (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

ADJOURNMENT Meeting adjourned at 5:01 p.m.

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

August 14, 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 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 administrator, 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/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 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 students on school bus or other form of transportation. **E**

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

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

Support and train staff members on implementation of Behavior Intervention Plans based on ABA techniques, as directed by the Behavior Analyst/BCBAs. **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:

Completion of Registered Behavior Technician training program, as outlined by the Behavior Analyst Certification Board. Annually pass the Registered Behavior Technician Competency Assessment, as outlined by the Behavior Analyst Certification Board and supervised by Autism and Behavior Program Specialists. Nonviolent Crisis Intervention (NCI) Training is desirable.

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**

August 14, 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 – 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 clarification 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 Principal~~assigned administrator~~, 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 (that requires Nonviolent Crisis Intervention (NCI) Training) 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 certificated teachers concerning programs and materials to meet the individual needs of special education students. *E*

Prepare instructional materials as directed by the certificated 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 certificated 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 certificated 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 certificated 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 by certificated teacher ~~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.

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 certificated teachers concerning programs and materials to meet the individual needs of special education students. *E*

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

Provide support to the certificated 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 certificated 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 certificated 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.

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

August 14, 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 – 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 Vocational Education Specialist be approved with no changes to the current salary.

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), an assigned administrator 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 **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 ~~IL~~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.

TORRANCE UNIFIED SCHOOL DISTRICT

CLASS TITLE: VOCATIONAL EDUCATION SPECIALIST

BASIC FUNCTION:

Under the direction of an assigned administrator 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*

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

Coordinate the 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*

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*

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*

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 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.

**PERSONNEL COMMISSION
TORRANCE UNIFIED SCHOOL DISTRICT**

August 14, 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: COMMISSIONER APPOINTMENT - BOARD OF EDUCATION' S APPOINTEE

Mr. Gary Kuwahara's term of appointment to the Personnel Commission is scheduled to expire in December 2019. Rule 2.1.2, SPECIFIC APPOINTMENT PROCEDURES, requires notification to the Board of Education and recognized classified employee organizations of, among other things, whether or not the Commissioner will accept reappointment.

Additionally, Rule 2.1.2.1, THE BOARD OF EDUCATION'S APPOINTMENT, requires that the Board of Education, by September 30, announce the name of the person they intend to appoint or reappoint as a member of the Personnel Commission. At a Board meeting to be held after 30 and within 45 days of the date the Board publicly announces the candidate' s name, a public hearing will be held to provide the public, employees, and employee organizations an opportunity to express their views on the qualifications of the candidate. The Board at that time may make its appointment without further notification or public hearing.

A memorandum will be forwarded to the Board of Education and other relevant parties regarding this item. Input from the Commission would be appreciated so that an appropriate communication may be prepared.