

LONG BEACH UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
4400 Ladoga Avenue
Lakewood, CA 90713

REGULAR MEETING AGENDA

Regular Meeting
Building B, Room 29
May 24, 2018

8:15 a.m.

ADDENDUM
PAGE NO.

I. GENERAL COMMUNICATION FUNCTIONS

1. Call to order – Linda Vaughan
2. Renewal of Pledge of Allegiance to the Flag of the United States of America
3. Roll
4. **APPROVE** Minutes of the Regular Meeting of May 10, 2018 1-4
5. **RECEIVE** correspondence and refer it to proper order of Business or to the Executive Officer, Personnel Commission for processing
6. **HEAR** public on items not listed on the agenda
7. **HEAR** report from the Executive Officer
8. Recognition of Commissioner Stacey V. Lewis' in the Long Beach Unified School District's Personnel Commission

II. CONSENT AGENDA

1. **APPROVE** the certification of Nutrition Services Supervisor I 18-0077-5064 eligibility list established May 23, 2018 5
2. **APPROVE** the certification of Nutrition Services Supervisor II 18-0078-5065 eligibility list established May 23, 2018 5
3. **APPROVE** the certification of Nutrition Services Supervisor III 18-0079-5066 eligibility list established May 23, 2018 5
4. **APPROVE** the certification of Senior Office Assistant 18-0086-0677 eligibility list established May 24, 2018 5
5. **APPROVE** the certification of Senior Office Assistant – Schools 18-0088-3363 eligibility list established May 24, 2018 5
6. **APPROVE** the certification of Senior Office Assistant – BL Spanish 18-0087-5089 eligibility list established May 24, 2018 5

7. **APPROVE** the certification of Senior Office Assistant Schools – BL Spanish 18-0089-5091 eligibility list established May 24, 2018 5
8. **APPROVE** the certification of Telecommunications Technician 18-0068-3309 eligibility list established May 23, 2018 5

III. OLD BUSINESS

IV. NEW BUSINESS

1. **APPROVE** the following: 6-19
Adopt the revised classifications of:
Behavior Intervention Assistant
Behavior Intervention Supervisor
Behavior Intervention Manager
2. **DISCUSS** the Classified Employee Celebration
3. **DISCUSS** the Personnel Commission Employee of the Year
4. Annual Election of Officers per P.C. Rule 2.6

V. OTHER ITEMS

VI. NEXT REGULAR MEETING

June 7, 2018 at 8:15 a.m. in Building B, Room 29

VII. CLOSED SESSION

1. Public employee performance evaluation – Executive Officer, Personnel Commission and Classified Employment

VIII. ADJOURNMENT

Pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Commission may be obtained from the Commission office, 4400 Ladoga Avenue, Lakewood, CA 90713.

Persons requiring accommodation in order to view the agenda or participate in the meeting may make the request for accommodation to the Executive Officer, Personnel Commission at 562-435-5708 at least 24 hours in advance of the meeting. (Government Code 54954.2 (a) 1.

**LONG BEACH UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
4400 Ladoga Avenue
Lakewood, CA 90713**

MINUTES

Regular Meeting

May 10, 2018

The Regular Meeting of the Personnel Commission of the Long Beach Unified School District was called to order by Linda Vaughan, Chairperson, on Thursday, May 10, 2018 at 8:16 a.m. in Building B, Room 29 of the Personnel Commission Office, 4400 Ladoga Avenue, Lakewood, California.

**PLEDGE OF
ALLEGIANCE**

The Pledge of Allegiance to the Flag of the United States of America was led by Linda Vaughan.

ROLL

A quorum of the Personnel Commission was in attendance as established by roll call:

Present: Linda Vaughan
 Stacey V. Lewis
 Terence Ulaszewski

**STAFF MEMBERS
PRESENT**

Kenneth Kato, Executive Officer; Maria Braunstein, Personnel Analyst; Susan Learning, Personnel Analyst; Dale Culton, Certification Services Manager; Mary Cates, Human Resources Supervisor; Lissa Kukahiko, Senior Administrative Secretary; Susan Brister, Human Resources Technician; Yvette Brotherton, Provisional Human Resources Assistant; and Cynthia Emami, Provisional Human Resources Assistant .

GUESTS

Matthew Woods, Executive Director, Information and Technology Systems; Valeeta Pharr, CSEA Chapter 2 President; James Kruse, CSEA Chapter 2 Vice President-Unit A; Chester Davidson, CSEA Chapter 2 Vice President-Unit B and Eric Larsen, Sign Maker, Maintenance.

**MINUTES OF
REGULAR MEETING
APPROVED**

A motion was made by Mr. Ulaszewski, seconded by Ms. Lewis, and the motion carried to approve the minutes of the Regular Meeting of April 26, 2018.

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

**RECEIVE
CORRESPONDENCE**

None

PUBLIC HEARD

None

**REPORT FROM
EXECUTIVE
OFFICER**

Kenneth Kato, Executive Officer, updated the Commission on facility changes occurring at the Monroe site for the 2018-2019 school year due to the air-conditioning Measure E projects.

Kenneth Kato, Executive Officer, reported on preparing for the annual Classified Employee Celebration scheduled on Friday, May 25, 2018. This year's celebration is a County Fair theme.

Maria Braunstein, Personnel Analyst, reported on current recruitment and testing activities. Ms. Braunstein notified the Commission on working with Educare. Ms. Braunstein would like to thank the recruitment and testing staff for all their hard work.

Dale Culton, Certification Services Manager, updated the Commission on the status of vacancies.

Susan Leaming, Personnel Analyst, reported that 72 classified employees from The Office of School Support Services attended the CPR/First Aid trainings on Friday, May 4, 2018 at the Teacher Resource Center (TRC).

GENERAL
COMMUNICATIONS
#8

Recognition of the Classified Seniority Unit staff in the Long Beach Unified School District's Personnel Commission.

Kenneth Kato, Executive Officer extended his appreciation for the Classified Seniority Unit staff and the great work that it did with the seniority conversion of classified seniority to date of hire. Commissioner Vaughan, Commissioner Ulaszewski, Commission Lewis and Mr. Kato presented Yvette Brotherton, Provisional Human Resources Assistant, and Cynthia Emami, Provisional Human Resources Assistant, with a certificate of appreciation of service with the Long Beach Unified School District.

CONSENT AGENDA

Following discussion, a motion was made by Mr. Ulaszewski, seconded by Ms. Lewis, and the motion carried with a unanimous vote of those present to approve Consent Agenda items 1-12.

1. **RATIFY** job announcement bulletin for Accountant
2. **RATIFY** job announcement bulletin for Instructional Aide-Educare; Instructional Aide-Educare BL Spanish; Instructional Aide-Educare BL Khmer
3. **RATIFY** job announcement bulletin for Research Office Technician
4. **APPROVE** the certification of Child Nutrition Specialist 18-0083-3322 eligibility list established May 10, 2018
5. **APPROVE** the certification of Computer Support Technician 18-0080-5108 eligibility list established May 10, 2018
6. **APPROVE** the certification of Grounds Equipment Operator I 18-0064-0175 eligibility list established May 11, 2018
7. **APPROVE** the certification of Grounds Equipment Operator I 18-0064-0175 eligibility list established May 11, 2018

8. **APPROVE** the certification of HVAC Technician 18-0069-5103 eligibility list established May 9, 2018
9. **APPROVE** the certification of Instructional Aide-Special 18-0091-0448 eligibility list established May 3, 2018
10. **APPROVE** the certification of Intermediate Nutrition Services Worker 18-0065-5058 eligibility list established May 11, 2018
11. **APPROVE** the certification of Painter 18-0072-0113 eligibility list established May 3, 2018
12. **APPROVE** the certification of Senior Nutrition Services Worker 18-0066-5071 eligibility list established May 11, 2018

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

OLD BUSINESS

None

NEW BUSINESS

1. **APPROVE** the extension of eligibility list established May 23, 2017

Following discussion, a motion was made by Mr. Ulaszewski, seconded by Ms. Lewis, and the motion carried with a unanimous vote of those present to approve New Business Item 1.

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

2. **APPROVE** the following:
Create the classification of Technology Field Operations Supervisor
Allocate the classification of Technology Field Operations Supervisor to salary range 42

Following discussion, a motion was made by Mr. Ulaszewski, seconded by Ms. Lewis, and the motion carried with a unanimous vote of those present to approve New Business Item 2.

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

3. **APPROVE** the following:
Revised classification and title of Employment Services Supervisor, and direct all positions and employment lists be reclassified for the purpose of title change only

Following discussion, a motion was made by Ms. Lewis, seconded by Mr. Ulaszewski, and the motion carried with a unanimous vote of those present to approve New Business Item 3.

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

4. APPROVE the Adoption of Resolution Regarding Classified Employee Week

Mr. Kato explained that each year, the Personnel Commission would like to declare the resolution that is in the Education Code. A motion was made by Mr. Ulaszewski, seconded by Ms. Lewis, and the motion carried with a unanimous vote of those present to approve New Business Item 4.

<u>Roll-Call Vote</u>	<u>Ayes</u>	<u>Noes</u>	<u>Abstained</u>
Linda Vaughan	X		
Terence Ulaszewski	X		
Stacey V. Lewis	X		

OTHER ITEMS	Valeeta Pharr, CSEA Chapter 2 President, introduced Chester Davidson as the new CSEA Chapter 2 Vice President-Unit B and Eric Larsen, Sign Maker, Maintenance.
NEXT REGULAR MEETING	The next Regular Meeting of the Personnel Commission is scheduled for Thursday, May 24, 2018 at 8:15 a.m. in Building B, Room 29 of the Personnel Commission Office, 4400 Ladoga Avenue, Lakewood, California.
CLOSED SESSION	The Personnel Commission retired into closed session at 8:57 a.m.
OPEN SESSION	The Personnel Commission returned to open session at 9:08 a.m. No reportable actions were taken.
ADJOURNMENT	The Regular Meeting of the Personnel Commission was declared adjourned at 9:10 a.m. with the consent of the members.

Personnel Commission
LONG BEACH UNIFIED SCHOOL DISTRICT

SUBJECT: Eligibility Lists

PAGE: 5

Date: May 24, 2018

Reason for
Consideration: Approval

Nutrition Services Worker Supervisor I

Dual

18-0077-5064

List Valid: 05/23/18-05/23/19

Total applications received: 56

Total invited to exam: 45

No. Passed: 28 No. Failed: 12

No. Withdrew: 5 No. Screened Out: 11

Nutrition Services Worker Supervisor II

Dual

18-0078-5065

List Valid: 05/23/18-05/23/19

Total applications received: 52

Total invited to exam: 50

No. Passed: 28 No. Failed: 16

No. Withdrew: 6 No. Screened Out: 2

Nutrition Services Worker Supervisor III

Dual

18-0079-5066

List Valid: 05/23/18-05/23/19

Total applications received: 31

Total invited to exam: 29

No. Passed: 4 No. Failed: 19

No. Withdrew: 6 No. Screened Out: 2

Senior Office Assistant

Promotional

18-0086-0677

List Valid: 05/24/18-05/24/19

Total applications received: 43

Total invited to exam: 30

No. Passed: 17 No. Failed: 7

No. Withdrew: 6 No. Screened Out: 13

Senior Office Assistant – Schools

Promotional

18-0088-3363

List Valid: 05/24/18-05/24/19

Total applications received: 40

Total invited to exam: 31

No. Passed: 19 No. Failed: 7

No. Withdrew: 5 No. Screened Out: 9

Senior Office Assistant – BL Spanish

Promotional

18-0087-5089

List Valid: 05/24/18-05/24/19

Total applications received: 25

Total invited to exam: 18

No. Passed: 8 No. Failed: 6

No. Withdrew: 4 No. Screened Out: 7

Senior Office Assistant Schools – BL Spanish

Promotional

18-0089-5091

List Valid: 05/24/18-05/24/19

Total applications received: 22

Total invited to exam: 18

No. Passed: 10 No. Failed: 5

No. Withdrew: 3 No. Screened Out: 4

CERTIFIED TO BE CORRECT: Kenneth Kato DATE: May 18, 2018

PERSONNEL COMMISSION



May 16, 2018

TO: Personnel Commission

FROM: Executive Officer, Personnel Commission and Classified Employment

SUBJECT: Revision of Classifications

Background and Findings

Staff received a request from the Director, Special Education to remove references to home visits from the classifications of Behavior Intervention Assistant, Behavior Intervention Supervisor and Behavior Intervention Manager.

A revision to California law requires health insurance companies to provide coverage for behavioral health treatment for pervasive developmental disorder or autism. This coverage includes in-home behavior intervention services prescribed by qualified autism providers. Therefore, the District is no longer obligated to provide in-home behavior intervention services and will refer families to their health care provider.

The Assistant Superintendent, School Support Services, Director, Special Education, and Behavior Intervention Manager have reviewed and approved the modifications.

Recommendations

Staff recommends the Personnel Commission:

1. Adopt the revised the classifications of:

- Behavior Intervention Assistant
- Behavior Intervention Supervisor
- Behavior Intervention Manager

Prepared by:

A handwritten signature in black ink, appearing to read "Susan Leaming".

Susan Leaming
Personnel Analyst

Approved and Recommended:

A handwritten signature in black ink, appearing to read "K Kato".

Kenneth Kato
Executive Officer



PERSONNEL COMMISSION

Class Code: 5216
Salary Range: 20 (C1)

BEHAVIOR INTERVENTION ASSISTANT

JOB SUMMARY

Under general supervision, provide Applied Behavior Analysis (ABA) and implement behavior intervention plans with designated students in a variety of educational settings including the home, community and classroom; observe and manage behavior of students according to approved procedures; assist students with and demonstrate desired behaviors; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide Applied Behavior Analysis (ABA) and implement behavior intervention plans with designated students in a variety of educational settings including the home, community and classroom. **E**
- Confer with supervisors, teachers and specialists to coordinate instructional efforts, implement Individualized Education Programs (IEP's) and create daily behavior learning activities; utilize appropriate methods of instruction to achieve goals and objectives set forth in the IEP; attend IEP meetings as requested. **E**
- Observe and manage behavior of students according to approved procedures; build motivation in students by rewarding performance of desired behaviors and completion of tasks with tangible or external reinforcement. **E**
- Utilize a variety of ABA methodologies including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response Training; prepare related instructional materials. **E**
- Work with individual and small groups of students in a variety of areas based on individual needs such as sitting and attending, generalization, stimulus control, sensory integration, functional skills, communications and language development skills, self-help, visual perception and academics including appropriate prompts to build independence. **E**
- Assist students with and demonstrate proper methods of physical care and personal hygiene including toileting, eating, grooming and dressing; capitalize on appropriate behaviors and establish favorable reactions to environmental cues. **E**
- Prepare, maintain and input daily data, detailed case records, summaries, contact logs, notes and progress reports related to assigned students and activities; maintain confidentiality of sensitive and privileged information. **E**

- Observe, monitor, collect data, and report progress regarding student performance and behavior to District staff; confer with supervisors, teachers and specialists to apply behavior modification and management programs. *E*
- Accompany and monitor students in a variety of non-classroom activities including field trips and community-based outings that assist students with developing social and community skills; assist students on and off the bus as necessary. *E*
- Operate a variety of office and instructional equipment including a copier, laminator and computer and assigned software; operate adaptive equipment such as augmentative communication devices as necessary. *E*
- Assure the health and safety of students by following health and safety practices and procedures; administer First Aid and CPR. *E*
- Attend a variety of meetings, workshops and in-service trainings to maintain current knowledge of developments in the field of special education; attend mandatory clinic meetings with IEP teams; may drive a vehicle to conduct work. *E*
- Participate in student assessments as directed.
- Direct students in group activities as assigned.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

The Behavior Intervention Assistant classification is distinguished from other instructional classifications by absence of immediate supervision, the independent judgment exercised and the special needs of the population served. Positions assigned to this class are further distinguished by the emphasis on knowledge of methodologies found to benefit some children including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response Training. Incumbents may drive a personal vehicle to travel to ~~student's homes and other~~ locations including the classroom and community to provide one-on-one or small group intensive behavior intervention services (Applied Behavior Analysis).

EMPLOYMENT STANDARDS

Knowledge of:

Principles, methods and practices of applied behavior analysis including the special needs and requirements of students with autism.

Child guidance principles and practices related to children with special education and autistic needs.

Positive behavior modification techniques to increase motivation, learning and supporting appropriate behaviors.

Basic subjects taught in District schools including but not limited to arithmetic, grammar, spelling, language and reading.

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

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of office and instructional equipment including a computer and assigned software.

Record-keeping and report preparation techniques.

Personal hygiene practices.

Health and safety regulations.

Ability to:

Provide Applied Behavior Analysis (ABA) and implement behavior intervention plans with designated students in a variety of educational settings.

Demonstrate an understanding, patient and receptive attitude toward students.

Observe and manage behavior of students according to approved procedures.

Monitor and evaluate student progress.

Work independently with little direction.

Prepare and maintain detailed case records, logs and reports.

Prepare lessons and instructional materials for students.

Communicate effectively both orally and in writing.

Learn and apply non-violent crisis intervention techniques.

Operate a variety of office and instructional equipment including a computer and assigned software.

Maintain confidentiality of sensitive and privileged information.

Plan and organize work.

Determine appropriate action within clearly defined guidelines.

Understand and work within scope of authority.

Observe health and safety regulations.

Learn to administer First Aid and CPR.

Drive a vehicle to conduct work.

Establish and maintain effective relationships with those contacted in the course of work.

Education and Training:

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates for this classification must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience:

One year of experience implementing Applied Behavior Analysis programs.

Or

One year of experience at the level of LBUSD Instructional Aide-Special working with students with autism.

Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education.

SPECIAL REQUIREMENTS

Positions in this classification require the use of a personal automobile and possession of a valid California Class C Driver's license.

Incumbents must obtain a valid First Aid and CPR certificate within the designated probationary period for this classification.

Incumbents will be provided non-violent crisis intervention training within one year of employment in this classification.

WORKING ENVIRONMENT

Home, ~~e~~Community, playground or classroom environment.

May drive a vehicle to conduct work.

~~May be assigned evening or variable hours.~~

Potential for contact with impulsive, frustrated and agitated students, who may demonstrate aggressive behaviors.

PHYSICAL DEMANDS

Lifting and carrying light objects and instructional equipment typically weighing up to 20 pounds.

Dexterity of hands and fingers to operate a variety of assigned equipment.

Bending at the waist, kneeling or crouching to assist students.

Standing, stooping and walking.

Hearing and speaking to exchange information in person or on the telephone.

Seeing to monitor students and read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/16

Revised:



PERSONNEL COMMISSION

Class Code: 5212
Salary Range: 38 (\$1)

BEHAVIOR INTERVENTION SUPERVISOR

JOB SUMMARY

Under general direction, plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA) programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits; train and supervise the performance of assigned staff; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA) programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits at one or more assigned school sites; assure compliance with applicable laws, codes, rules and regulations. **E**
- Train and supervise the performance of assigned staff; recommend transfers, reassignment, termination and disciplinary actions; plan and conduct in-service trainings; schedule daily behavior staff coverage. **E**
- Monitor student progress towards goals; review data sheets and student case records; develop and implement appropriate behavior and social skills goals, accommodations and training. **E**
- Plan, organize and implement long and short-term goals and activities to develop behavior programs and services; consult with administrators, teachers, parents and other staff concerning the needs of students with behavior or social skills deficits. **E**
- Develop and implement transition programs to move students from in-home and Non-Public Agency (NPA) programs to school-based services; monitor, evaluate effectiveness of, and approve continuation of NPA services. **E**
- Confer with the Harbor Regional Center and other outside agencies to coordinate and provide appropriate transition processing for students with behavior issues into the District. **E**
- Collaborate with assessment teams in conducting on site behavior evaluations as components of multidisciplinary assessments of students; collect data and conduct Functional Behavior Assessments (FBA) to determine behavior services needed for individual students. **E**
- Participate in Individual Education Program (IEP) team meetings for students requiring behavior services; provide input and recommendations to the IEP team related to behavior services; track IEP goals and monitor the IEP process to assure delivery of behavior services in accordance with applicable laws, codes, rules and regulations. **E**

- Prepare and direct the preparation of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information. *E*
- Implement procedures, coordinate reviews and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations; enter student data and progress reports into assigned student information system. *E*
- Serve as a resource and provide consultation related to behavior services as requested to District staff, teachers and parents; drive a vehicle to conduct home, classroom and community visits as necessary. *E*
- Confer with classroom teachers to coordinate appropriate teaching materials and classroom environments for students diagnosed with behavior or social skills deficits. *E*
- Provide technical expertise, information and assistance to management and District staff regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise management of unusual trends or problems and recommend appropriate corrective action. *E*
- Operate a variety of office equipment including a computer and assigned software. *E*
- Attend a variety of meetings, workshops and conferences related to assigned activities; prepare and deliver oral presentations and trainings related to behavior services as requested. *E*
- Provide direct services and implement ABA programs in classrooms with students as necessary to assure adequate coverage and delivery of behavior services.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

Behavior Intervention Supervisors plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA) programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits at one or more assigned school sites. Incumbents in this classification directly supervise staff involved in implementing behavior services and programs. Incumbents coordinate behavior services efforts and activities with teachers, outside agencies and other District staff.

EMPLOYMENT STANDARDS

Knowledge of:

Designing, monitoring, revising and implementing behavior treatments and goals.
Principles of learning and behavior.
Skill-acquisition and behavior-reduction programs.
Applied Behavior Analysis methods, principles and practices.
Conducting assessments related to the need for behavior intervention.

Special needs and requirements of students with behavior and social skills deficits.
Child guidance principles and practices related to children with special education and autistic needs.

Principles and practices of supervision and training.
Record-keeping and report preparation techniques.
Applicable laws, codes, rules and regulations.
Interpersonal skills using tact, patience and courtesy.
Oral and written communication skills.
Operation of a computer and assigned software.

Ability to:

Plan, design, monitor and implement programs and service delivery options to meet the needs of students diagnosed with behavior and social skills deficits.
Provide leadership and direction to behavior intervention programs and services.
Develop and implement Applied Behavior Analysis programs.
Conduct assessments related to the need for behavior intervention for students.
Train and supervise the performance of assigned staff.
Evaluate the effects of behavior service delivery.
Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulations related to assigned activities.
Operate a variety of office equipment including a computer and assigned software.
Establish and maintain effective working relationships with others.
Maintain confidentiality of sensitive and privileged information.
Work collaboratively as an educational team member.
Communicate effectively both orally and in writing.
Understand and work within scope of authority.
Plan and organize work.
Work independently with little direction.
Prepare comprehensive narrative and statistical reports.

Education and Training:

Board Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board. Experience serving in a lead or supervisory capacity is desirable.

OR

A master's degree in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or a related field and two years of experience designing, implementing and monitoring skill-acquisition and behavior-reduction programs. Experience serving in a lead or supervisory capacity is desirable.

SPECIAL REQUIREMENTS

Positions in this classification require the use of a personal automobile and possession of a valid California Class C Driver's license.

WORKING ENVIRONMENT

Office environment, ~~student homes~~, classrooms and various community sites.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS

Hearing and speaking to exchange information.
Dexterity of hands and fingers to operate a computer keyboard.
Bending at the waist, kneeling or crouching to assist students.
Sitting for extended periods of time.
Seeing to read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/16

Revised:



PERSONNEL COMMISSION

Class Code: 5225
Salary Range: 46 (M2)

BEHAVIOR INTERVENTION MANAGER

JOB SUMMARY

Under administrative direction, plan, organize and manage the District's Intensive Behavior Intervention (IBI) programs and services provided at school sites; assure compliance with applicable laws, codes, rules and regulations; train and supervise the performance of assigned staff; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Plan, organize and manage the District's Intensive Behavior Intervention (IBI) programs and services provided at school sites; assure compliance with applicable laws, codes, rules and regulations. **E**
- Train and supervise the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. **E**
- Oversee the development and implementation of long-term transition programs to move students from in-home and Non-Public Agency (NPA) Intensive Behavior Intervention (IBI) programs to school-based District services. **E**
- Plan and implement long and short-term IBI program goals and best practices to improve the District's behavior intervention programs and services; consult with administrators, teachers, parents and staff concerning program needs. **E**
- Oversee collaboration efforts with the Harbor Regional Center and other outside agencies to coordinate and provide appropriate transition processing for students with behavior or social skills deficits into the District. **E**
- Oversee administrative activities for the Early Intensive Assessment Center; facilitate the multidisciplinary team and collaborate with site principals on issues that are teacher or site related. **E**
- Develop relationships, recommend and manage contracts with alternative service providers and outside agencies for students requiring Intensive Behavior Intervention (IBI) programs until transition into District programs. **E**
- Oversee preschool assessment teams conducting behavior evaluations as components of transdisciplinary assessments for preschool students. **E**
- Provide technical expertise, information and assistance to District administration regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise administration of unusual trends or problems and recommend appropriate corrective action. **E**

- Prepare and direct the maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information. *E*
- Develop procedures and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations. *E*
- Develop, monitor and evaluate the effectiveness of the District's IBI programs and services; develop parent and staff training programs, District policy guides and uniform forms related to IBI service delivery at school sites. *E*
- Develop and monitor program budgets; analyze and review budgetary and financial data; authorize expenditures in accordance with established limitations. *E*
- Serve as a District administrator at Individual Education Program (IEP) meetings; participate in Alternative Dispute Resolution (ADR) meetings with parents and other District administrators; serve as an expert witness in Due Process Hearings. *E*
- Operate a computer and assigned software; drive a vehicle to conduct work. *E*
- Review existing and pending legislation and District policies related to behavior intervention programs; recommend origination, modification or support of legislation or District policies. *E*
- Attend and represent the District at a variety of meetings, conferences and workshops including the Special Education Community Advisory Committee (CAC); maintain current knowledge of laws, codes, rules and regulations related to assigned functions. *E*
- Serve as a member of and lead assigned committees; prepare and deliver oral presentations as requested. *E*
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

A Behavior Intervention Manager provides professional leadership in planning, organizing and managing the District's Intensive Behavior Intervention (IBI) programs and related services through the Office of School Support Services. Incumbents in this classification evaluate the performance of professional and support staff involved in the development and providing of services at school sites and coordinate program efforts and activities with sites and District administrators.

EMPLOYMENT STANDARDS

Knowledge of:

Intensive Behavior Intervention (IBI) program policies, objectives, goals and administration.

District organization, operations, policies and objectives.

Special needs and requirements of students with behavior and social skills deficits.

Principles and practices of administration, training and supervision.

Statistical and narrative report preparation techniques.

Applicable laws, codes, rules and regulations.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Budget preparation and control.
Oral and written communication skills.
Public speaking techniques.

Ability to:

Plan, organize and manage the District's behavior intervention programs and services provided at school sites.
Provide leadership and direction to the District's behavior intervention programs.
Train and evaluate the performance of assigned staff.
Develop, monitor and evaluate the effectiveness of the District's IBI program activities.
Plan and implement long and short-term IBI program goals and best practices.
Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulations related to assigned activities.
Develop and monitor assigned budgets.
Maintain confidentiality of sensitive and privileged information.
Establish and maintain effective working relationships with others.
Communicate effectively both orally and in writing.
Accept and carry out responsibility for overall program direction and planning.
Operate a computer and assigned software.
Plan and organize work.
Prepare and present oral presentations.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.

Education and Training:

Board Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board.

Experience:

Four years of supervisory or managerial intensive behavior intervention program experience involving supervising the work of staff engaged in the development or delivery of program services. Experience in a public school district is highly desirable.

SPECIAL REQUIREMENTS

Positions in this classification require possession of a valid California Class C Driver's license and the use of a personal automobile.

WORKING ENVIRONMENT

Office, student homes, classrooms and various community sites.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS

Hearing and speaking to exchange information and make oral presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Sitting for extended periods of time.

Seeing to read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of one year during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/16

Revised: