



## **Board of Trustees Special Meeting**

**04/23/2024 05:30 PM**

Foresthill Union School District Office - Board Room  
24750 Main Street, Foresthill, California 95631



## AGENDA

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The Foresthill Union School District (FUSD) Special Board Meeting will be held in-person at the Foresthill Union School District Office located at 24750 Main Street, Foresthill, CA 95631. The public must attend in person in order to observe and address the meeting.

### 1. CALL TO ORDER

- a. Roll Call and Establishment of a Quorum  
Roll will be called in order to establish a quorum of members is met.
- b. Welcome and the Pledge of Allegiance  
The Board of Trustees will convene for Open Session. The Board President will welcome members of the board, staff and guests to the Special Meeting of the FUSD Board of Trustees and will lead the Pledge of Allegiance.
- c. Changes to the Agenda  
Any requested changes to the Agenda shall be made at this time.
- d. Approval of the Agenda  
The Board of Trustees shall take action to approve the agenda.


### 2. PUBLIC COMMENT

Public Comment is an opportunity for the public to provide comments to the Board. This is the time for members of the public to address the Board regarding items not on the agenda. It is also the time for the Board to organize public comments for items on the agenda. Completing a *Public Participation Form* is preferred but not mandatory. This form can be obtained at the meeting. Individuals who would wish to comment on items on the agenda shall be provided an opportunity to comment after the staff report and before the Board's consideration of that item. In the interest of conducting the public meeting in a timely matter, individuals will be allowed three (3) minutes to address the Board, with no more than 15 minutes per topic. This is a comment period only. The law (California Education Code §35145.5) does not allow the Board of Trustees to take action on any item not explicitly posted on the agenda in advance.

The Board of Trustees values public comments and wishes to convey that although the board members cannot discuss items that are not on the agenda, they listen carefully and appreciate and value input from the public.

### 3. DISCUSSION / ACTION ITEMS

The protocol for action items includes a presentation/overview, questions from the Board, public input, closing of public input, deliberation and voting by the Board. During public input there will be a time limit per person (usually three minutes) set by the Board President.

- a. KEYS Special Education Program Proposal   
KEYS (Kindness Empathy Youth Supports) is a proposed program which seeks to increase the district's capacity to serve more of its students in-house. FUSD currently has 7



students in alternative placements, with up to 2 more potentially waiting for available placement. It is anticipated that not all FUSD students currently in alternative placements would return to FDS under the KEYS Program next

Because of the sparsity of available programs for students with social-emotional/behavioral needs, FUSD students placed in such programs often have long travel times to and from their program, and they do not have the opportunity to engage with peer students from their community. A local program would address these concerns while allowing the district to streamline placement without incurring long delays in finding appropriate placement, which delays can often impact instruction and safety campus-wide. As a result, the KEYS Program would be beneficial in a general sense to the entire district.

The KEYS program would occupy the two newly installed portables, creating a safe, designated area for KEYS students to develop academically, socially and emotionally while receiving supports from highly qualified staff. The program anticipates serving from four to six students in grades 3-8 in its first year. Neighboring districts have shared that they may have a student who they would be interested in placing in the KEYS Program, if there was room and it was deemed by FUSD to be a good match.

With PCOE changing its fee formula for services supporting students with special needs, the current cost of those placements (\$415,000 in 2023/24) is expected to increase in future years. Additionally, specialized programs in Placer County are few and far between, resulting in wait lists and delays. In collaboration with the Placer County SELPA team, FUSD has designed and proposes the KEYS Program. There are several compelling incentives to initiating this program for next year, including the likelihood of being eligible for "seed funding" from the Small LEA Impact Fund for one or two years, to help the program get off the ground. The attached proposal highlights the intentions and infrastructure of the KEYS Program.

Should the FUSD Board of Trustees approve proceeding with this program, they would be approving the following additional staffing:

- 1.0 FTE Education Specialist (RSP-Mod/Severe)
- 2 Senior Paraeducators
- 1 BCBA (board certified behavior analyst) - this is a new position and the job description is included in this board agenda as item 3.b

The district's current Mental Health Specialist/Social Worker would also be an integral member of the KEYS team. While the BCBA and the Social Worker's primary focus would be serving students in the KEYS program, both would be available to provide consultation and supports beyond the Program for the benefit of all FUSD students and staff.

The Placer SELPA team has indicated that they are in contact with several service providers who have strong interest in applying for the positions listed above, suggesting that if we build it, they will come. Moreover, they have stated their commitment to



supporting this program through consultation and guidance of the start-up process through its first year of operation to ensure success and navigate any bumps in the road.

A multi-year projection of the estimated fiscal impacts of the KEYS program is attached.

b. Board Certified Behavior Analyst - Job Description 

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The BCBA Job Description is integral to the KEYS Program proposal in Item 3.a, above, and included in the Estimated MYP Fiscal Impact of KEYS Program, attached to Item 3.a.

**4. ADJOURNMENT**

Upon completion of all special business, the meeting shall be adjourned by the Board President.

In compliance with the Americans with Disabilities Act, the Foresthill Union School District encourages those with disabilities to participate fully in the public meeting process. If you have special needs in order to allow you to attend or participate in our public meetings, please contact the district office at (530) 367-2966 well in advance of the regular meeting you wish to attend, so that we may make every reasonable effort to accommodate you.

The public agenda and supporting documents are posted at least 24-hours in advance of the Special Board Meeting date and are available for public review at the Foresthill Union School District Office located at 24750 Main Street, Foresthill, California 95631 and on the district website [www.fusd.org](https://www.fusd.org)(<https://www.fusd.org>) . If you have any questions, please contact the district office at (530) 367-2966.



### 3. a. KEYS Special Education Program Proposal

#### Quick Summary / Abstract

KEYS (Kindness Empathy Youth Supports) is a proposed program which seeks to increase the district's capacity to serve more of its students in-house. FUSD currently has 7 students in alternative placements, with up to 2 more potentially waiting for available placement. It is anticipated that not all FUSD students currently in alternative placements would return to FDS under the KEYS Program next

Because of the sparsity of available programs for students with social-emotional/behavioral needs, FUSD students placed in such programs often have long travel times to and from their program, and they do not have the opportunity to engage with peer students from their community. A local program would address these concerns while allowing the district to streamline placement without incurring long delays in finding appropriate placement, which delays can often impact instruction and safety campus-wide. As a result, the KEYS Program would be beneficial in a general sense to the entire district.

The KEYS program would occupy the two newly installed portables, creating a safe, designated area for KEYS students to develop academically, socially and emotionally while receiving supports from highly qualified staff. The program anticipates serving from four to six students in grades 3-8 in its first year. Neighboring districts have shared that they may have a student who they would be interested in placing in the KEYS Program, if there was room and it was deemed by FUSD to be a good match.

With PCOE changing its fee formula for services supporting students with special needs, the current cost of those placements (\$415,000 in 2023/24) is expected to increase in future years. Additionally, specialized programs in Placer County are few and far between, resulting in wait lists and delays. In collaboration with the Placer County SELPA team, FUSD has designed and proposes the KEYS Program. There are several compelling incentives to initiating this program for next year, including the likelihood of being eligible for "seed funding" from the Small LEA Impact Fund for one or two years, to help the program get off the ground. The attached proposal highlights the intentions and infrastructure of the KEYS Program.

Should the FUSD Board of Trustees approve proceeding with this program, they would be approving the following additional staffing:

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The Placer SELPA team has indicated that they are in contact with several service providers who have



strong interest in applying for the positions listed above, suggesting that if we build it, they will come. Moreover, they have stated their commitment to supporting this program through consultation and guidance of the start-up process through its first year of operation to ensure success and navigate any bumps in the road.

A multi-year projection of the estimated fiscal impacts of the KEYS program is attached.

### **Supporting Documents**

-  KEYS Proposal Information for Families
-  Estimated MYP Net Fiscal Impact of KEYS Program

## *A note from Superintendent Camille Taylor*

Dear Foresthill Families,

I'm writing to share a proposal presented to the Board of Trustees for review at this month's board meeting to give staff, families, and community members an opportunity to ask questions and share feedback. The board will reconvene at a **special board meeting on Tuesday, April 23, 2024, at 5:30 pm** to consider the proposal and potentially take action.

School safety, bullying prevention, and behavior management are consistently raised by staff and families in meetings regarding school improvement. These challenges are not unique to our district: they are felt across the state of California and our nation. While we devote considerable time and resources to school safety every day, bullying, violence, and disruptive behaviors continue. Sadly, current laws and regulations often lead schools to a **reactive response strategy** where corrective actions are put in place after significant events have occurred. Reactive responses are often like a bandaid and do not address the cause of the behaviors, so the behaviors continue and often increase in frequency and severity. This reactive cycle leaves parents, students, and staff with the sense that the school and district administrators are not doing anything about the problem. It can also cause unnecessary distress for students with disabilities and their families who are trying to navigate the process and can feel judged and misunderstood.

In severe situations, extreme behaviors may warrant alternate placement. The process to place a student in an alternate setting is lengthy, often taking four months or more, compounded by additional delays because alternate programs are full and have extensive wait lists (for more detailed information on the process for alternate placement, [click here](#)). Because the process often begins when behaviors have already escalated, and because each student has the legal right to remain in their general education classroom until the process for alternate placement is completed, we often see even more behavioral incidents.

Here at FUSD, we have been asking ourselves how we can shift from reactive responses to proactive solutions and supports, increasing our capacity to understand the causes and needs behind behaviors. In a search for possible answers, we have reached out to districts and county programs that are successfully using proactive approaches to learn from them. From this research and coordination, we've developed the **KEYS Program (Kindness, Empathy, Youth, Support)**, which was presented to the board on April 9 ([click here to see the April 9 Board Agenda Packet](#)). The KEYS proposal seeks to significantly reduce the delays and barriers that keep some students from accessing the more intensive support that they need, while also building a team that can serve our entire student population and, hopefully, prevent many future behavioral incidents through early interventions.

Our proposal begins by establishing a team to work with students in our district whose behavioral/mental/emotional needs require a highly structured, separate setting with a very low student-to-adult ratio. Here are some details about this proposed program:

- The core KEYS team would include an **RSP (Special Education) Teacher** and two specially trained **Paraeducators**, supported by our **Mental Health Specialist** and a **BCBA (Board-Certified Behavior Analyst)**.
- KEYS would be housed in two portables (the most recently installed portables) on the FDS campus. Start and dismissal times would be staggered to avoid overlap with the campus' general population. KEYS students would be picked up from their homes in the morning by a district van, escorted by KEYS staff to and from their portables each day, escorted to the district van at dismissal, and transported home. KEYS students would be highly supervised and managed at all times while on campus.
- The KEYS program would serve four to six students who are currently placed in alternate programs or who are awaiting placement in for alternate placement for behavioral supports.
- The KEYS student-to-adult ratio for this program will be 2 students to 1 adult.
- Our Mental Health Specialist role would shift approximately 20% of their schedule to supporting students in the KEYS Program. We anticipate that the remaining 80% of the Mental Health Specialist schedule will continue to focus on serving staff and students throughout the district who need **mental health supports**, regardless of program placement.
- The new BCBA position would focus up to 40% of their schedule on supporting students in the KEYS Program, with the remaining 60% of their schedule focusing on **supporting behavioral needs** and challenges throughout the district. Teachers will have a new, additional resource to help manage behaviors positively. The BCBA will help students learn to self-regulate with the help of the Wellness Warrior Team. The BCBA will help facilitate training staff on SEL, as well.

We have researched extensively how similar programs maintain student success and campus safety. These programs are either county or district programs that are hosted on regular school campuses. The program staff are trained to manage this specific type of program and engage participating students in a highly structured daily routine. There is little or no free time unless specifically earned by the student through positive behaviors. There is no interaction with the rest of the students on campus unless specifically approved in advance by the IEP team and general education teacher(s). Such interaction would be in short stints under high supervision.

Alternate placement programs generally serve a specific band of grades, often Preschool to 3rd grade or 3rd grade to 8th grade. We proposed to serve qualifying students who are in 3rd through 8th grade.



**You might ask why we don't just hire a BCBA and keep the students who are currently in alternate placements off the hill where they are (which is a good question).**

- Some students who are currently in an alternate program will need to be placed in a new program this fall because their current program does not serve the next grade level. These students will return to our campus until an available alternate placement is found, which may take months.
- Our budget does not have the funding to cover the expense of alternate placements of students off the hill (approximately \$400,000 annually) **and** the expense of a BCBA. The proposed KEYS Program fits within the district budget and would allow our general education students **more** services by having access to **both** a BCBA and a Mental Health Specialist. Having both types of specialists on hand will mitigate behaviors before they develop into unsafe levels, increasing campus safety for all students.
- A few students will continue in alternate placements off the hill due to their circumstances requiring a specialized program that we do not have.

**You might also ask, what if we aren't able to find the specialized staff we need for this program?** Fortunately, we have a team of partners who have been scouting the profession on our behalf. We have already identified individuals who have the skills we need and are interested in working in our district. Unless and until we have a complete KEYS Team, we will not bring students who are currently in alternate programs off the hill back to our campus.

**With the re-opening of the FES campus, several retiring teachers leaving, and new teachers coming in, why are we proposing this additional change now?** Because our families, staff, and community are appropriately demanding that we find a solution to the behavioral challenges and mental health needs of our students. We all deserve to learn and work in a safe environment. With the behavioral challenges we frequently see on our campus, now that we have a viable solution, it doesn't feel like something that can or should be delayed. We have invested considerable time and much thought into researching, collaborating, and investigating this solution with experts. If we were not convinced that the KEYS Program is a viable solution to our behavioral and mental health issues, we would not be making this proposal.

**If you are interested in participating in a discussion on the KEYS Program proposal, please join the School Site Council meeting on Thursday, April 18, at 3 pm in FDS Room 1.**

Thank you for being an involved and informed member of our learning community!

Camille Taylor, Ed.D.

Superintendent

Foresthill Union School District



## Summary of Process for Alternate Placement

Considering and qualifying a student for alternate placement is a complicated and time-consuming process. This summary is not exhaustive but gives an idea of why the process takes months. When a student exhibits chronic behaviors or mental health needs, the following processes are initiated:

### **Student Success Team (SST) Meeting: SST Coordinator, General Education Teacher, Administrator, Parent(s)**

The SST meets to discuss the student's strengths and concerns related to their educational progress and success in school. SST meetings can be for academic supports, behavioral or mental health supports, and attendance support. The team discusses the cause(s) of concern, previous strategies, successes, failures, and next steps. All of this is documented, including who is responsible for doing what, and the date of the next SST meeting is noted --typically six weeks after implementing the new strategies. Some student success teams continue to meet and strategize over several 6-week cycles, while others move on to an assessment plan after two 6-week cycles.

### **Assessment Plan: Psychologist, RSP Teacher, and other service providers (OT, SLP, PT, District Nurse)**

An assessment plan requires parental or guardian consent to commence. It also details the assessment types based on the data collected in SST meetings. Once approved, the psychologist and other special ed providers have 60 days for observations, assessments, and report writing. An IEP meeting is then held to determine eligibility and discuss tailored services and placement. The resulting plan is called the Individualized Education Plan (IEP). If the team agrees that an alternate placement is in the best interest of the student, the IEP will reflect that placement.

Many laws governing special education aim to keep students with their peers as much as possible, known as the "least restrictive environment." For instance, a student needing academic support might receive it from a paraeducator or RSP teacher in their classroom, known as "push-in" support, which is less restrictive. Alternatively, "pull-out" support involves a student leaving the classroom to work with a specialist, like a Speech and Language Pathologist, which is more restrictive.

When a student's needs surpass what's available in a Special Day Class (SDC), the district may propose "Free Appropriate Public Education" (FAPE) in a different setting. This offer, considered one of the most restrictive environments, ensures that students receive the support they require.

County and state oversight rigorously ensure that districts thoroughly explore less restrictive learning options before considering placement outside of the student's peer and community environment.

### **Alternate Placement:**

Once the team determines that alternate placement is necessary, the district can contact existing programs, but waitlists may cause delays of several months. Meanwhile, the student remains at their current campus, where behaviors may escalate, frustrations grow, and a sense of inaction prevails due to the confidential nature of the process.

Draft #3

# Kindness Empathy Youth Support

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p r o p o s a l

Draft #3

## THE CHALLENGE

The Placer County region has very few programs that specialize in supporting students whose behavioral/social-emotional needs call for placement in a specialized learning environment. Existing programs have considerable wait lists while the number of students needing these specialized supports is on the rise.

In the current school year, FUSD has 5 students whose special needs require placement in specialized programs. This year, several students had to wait for months after receiving eligibility to be placed in their needed program due to wait lists. One student is still on a wait list.

The cost to the district for these placements is over \$400,000 per year. Next year, Placer County SELPA is shifting its formula for specialized services to a fee for service model, which will increase costs.

## THE OBJECTIVE

Develop a kind, empathetic program that supports students whose social-emotional, behavioral, and academic challenges are keeping them from accessing learning and experiencing success in the general education setting.

## THE FEATURES

- \* Highly-structured, nurturing environment
- \* Small group, structured academic instruction
- \* Specialized reading programs
- \* Daily social skills development
- \* Support Services may include:
  - ☼ Behavior Supports
  - ☼ Speech and Language Therapy
  - ☼ Occupational Therapy
  - ☼ Physical Therapy
  - ☼ Counseling

## THE OPPORTUNITY

Placer County SELPA is eager to support the development of specialized programs within Districts to address this growing need. Supports include:

- \* "Seed funding" from the Small LEA Impact Fund to get a new program started
- \* Consultation on staffing, equipment procurement, and setting
- \* Referrals to help staff the program
- \* Referrals of students to help fill the program

## THE STAFFING

The Placer County SELPA team shared its staffing ratios to meet the needs of up to 6 students, the following staffing should be established:

- \* 1 Education Specialist - (Mod/Severe Credential)
- \* 2 Senior Paraeducators
- \* 1 Mental Health Clinician/Social Worker\*
- \* 1 Board Certified Behavior Analyst (BCBA)\*

\*Social Worker and BCBA will prioritize serving students in the KEYS program, and will also have time to support the district, at large.

## THE FISCAL IMPACT

FUSD will spend roughly \$1.5M this year on special education. We will receive approximately \$500,000 in SELPA funding. The difference of close to \$1M/year on special education comes out of the district's general fund.

### **KEYS PROPOSED EXPENDITURES\*\*:** **\$355,074\*\*\***

- Education Specialist (\$127,655)
- Sr. Paraeducator x 2 (\$92,752)
- Clinician/Social Worker (currently on staff)
- BCBA (\$129,667)
- Classroom/Yard Set-Up (\$5,000)

### **CURRENT COSTS:** **<\$436,082>**

- Transportation (\$26,000)
- NPS Placement (\$60,083)
- PCOE Services/Programs that KEYS would replace (\$340,000)

### **Anticipated seed funding from Small LEA Impact Fund 2024/25** **<\$70,000>**

### **NET FISCAL IMPACT 2024/25:** **<\$151,008>**

## Hypothetical 2024/25 KEYS Program with Six Students

*Based on a review of IEPs from our students who are currently in a similar program elsewhere, and on feedback from PCOE SELPA staff who work with and support similar programs county-wide.*

BCBA supports the KEYS Program for a portion of each day, with the remainder of their time available to support FES/FDS students on both campuses:

### KEYS Program (40%)

- meets individually with each student once a week for 15 minutes
- meets in small student groups twice a week for 30 minutes - 2 groups
- conducts observations/assessments, writes BIPs, attends IEP meetings
- Designs and supports routines and systems that benefit students in the program

### General FES/FDS Student/School Supports (60%)

- Classroom/Student Supports (including coordination with Wellness Warriors)
- Consultation with Teachers
- IEP / FBA / BIP assessments and reporting

Clinician/Social Worker supports the KEYS Program for a portion of each day, with the remainder of their time available to support FES/FDS students on both campuses:

### KEYS Program (20%)

- meets individually with each student once a week for 30 minutes
- meets in small student groups once a week for 30 minutes - 2 groups

### General FES/FDS Student/School Supports (80%)

- Student Supports
- Consultation with Teachers
- IEP supports, as needed

## MULTI - TIERED SYSTEM OF SUPPORTS (MTSS)

TIER 1 = general classroom

TIER 2 = small group supports

TIER 3 = individual supports

### FAQs

**How can we be sure that we can maintain a safe campus while bringing students back who have previously caused harm or threatened to cause harm?** A majority of the situations that compromised campus safety have occurred after a student has been identified as needing Tier 3 supports, but before the team is able to go through the required process of assessing the student, identifying their needs, finding the right person or program, and securing a spot, which can take months. In the meantime, the student struggles to self-regulate in a full classroom, crowded/noisy gym, or busy playground, at times leading to aggressive behaviors. Parents and sometimes teachers become frustrated and incorrectly assume that the school is doing nothing to address the threat to safety, and the student's behaviors continue to escalate. This reactive response is cyclical and leaves everyone feeling like no one is actually taking care of the problems. By taking the **proactive approach** of designing and staffing a program that is specifically meant to support students with Tier 3 mental and behavioral challenges, our schools will have a team of highly qualified people who can begin to help the student much earlier in the process, avoiding the delays that lead to elevated behaviors and compromised safety.

**What about students who do not need Tier 3 support but do need some mental or behavioral help? We don't want to lose the support we're currently receiving from our Social Worker/Clinician.** By having both a BCBA and a Social Worker/Clinician on staff, there is more opportunity to take a proactive approach to supporting students' Tier 2 and Tier 3 needs before an alternate placement is necessary while also guiding staff on how best to address Tier 1 needs in their classrooms. As the example above shows, a majority of the BCBA and Social Worker/Clinician's time would be available to support our district's two campuses (based on current levels of service in successful programs in Placer County).

**It has been hard to recruit people to come work in Foresthill. How are we going to find the qualified staff we need for this program?** There are already people approaching us who are qualified and would love to work in our KEYS program. The PCOE/Placer County SELPA teams have been doing research and outreach on our behalf for the last couple of months to find resources and information that will support the success of this proposed program! We would not transfer students until and unless the KEYS program was fully staffed.



### 3. b. Board Certified Behavior Analyst - Job Description

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#### Quick Summary / Abstract

The BCBA Job Description is integral to the KEYS Program proposal in Item 3.a, above, and included in the Estimated MYP Fiscal Impact of KEYS Program, attached to Item 3.a.

#### Supporting Documents



BCBA JOB DESCRIPTION - Google Docs

# Foresthill Union School District

## JOB DESCRIPTION BEHAVIOR SPECIALIST

### **Purpose:**

The Behavior Specialist is responsible to the District Superintendent and works under the direct supervision of the District Superintendent. The Behavior Specialist provides consultative and direct instructional and behavioral services to students, including students with severe disabilities (autism spectrum disorders and emotional disturbances) as well as to students in general education settings. Additionally, the Behavior Specialist conducts Functional Behavior Assessments (FBA), develops Behavior Intervention Plans (BIP) and Behavior Support Plans (BSP), and provides in-service and on-site training to staff on the implementation of evidence-based instructional and behavioral management strategies.

### **Essential Functions and Responsibilities:**

- Conducts Functional Behavior Assessments (FBAs) for the purpose of developing Behavior Intervention Plans (BIPs).
- Coordinates activities for the purpose of implementing behavior intervention plans and behavior support plans, including designing measurable goals/objectives with strategies for meeting them.
- Maintains and follows through on plans for the purpose of assisting in the training of students, family, district, and special education staff in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings.
- Works with district and special education staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.
- Provides technical support and training in applied behavior analysis, including discrete trial training, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the students' natural environment.
- Participates in the Individual Education Plan (IEP) process as a member of the IEP team by presenting oral and written information and providing input.

- When assessment is required for an IEP meeting, notifies case manager, completes and sends appropriate forms to parent or case manager, prepares reports and provides copies to case manager, drafts goals, updates present levels and progress.
- Contacts parent and case manager and obtains a signed excusal form when unable to attend an IEP meeting.
- Coordinates and guides student supports provided by paraeducators.
- Participates in professional growth activities such as conferences, classes, staff meetings, and program visitations.
- Provides regular fidelity reviews to ensure ongoing compliance with implementation of behavior plans and classroom management strategies.
- Provides support to improve student outcomes by focusing on research and evidence-based instructional programs, student assessment results, and instructional strategies.
- Coordinates services through a Multi-Tiered System of Support (MTSS) approach.
- Develops and provides professional development.
- Other related duties as assigned.

**Knowledge, Skills, and Abilities:**

- Ability to perform basic math, including calculation of fractions, percents, and ratios.
- Knowledge is required to interpret written procedures, complete routine reports, speak clearly, and understand multiple-step instructions.
- Specific knowledge required to perform the functions of the job satisfactorily includes: An understanding of child growth and development; common disabling conditions of children as applied to infants, children, and youth, and knowledge of strategies and methodologies applied in educational settings.
- Ability to develop, implement, modify, and evaluate intervention plans.
- Ability to follow oral and written instructions.
- Ability to document student response to interventions.
- Ability to organize and maintain materials and supplies.
- Ability to communicate clearly and concisely both verbally and in writing.
- Ability to work effectively with education colleagues.
- Ability to function as a positive, contributing member of an educational team.
- Ability to schedule a number of activities; often gather, collate, and/or classify data; and coordinate a number of factors in the use of equipment.
- Ability to have the flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes; and operate equipment using various methods of operation.
- Skills and ability to analyze data, evaluate program needs; plan, organize, and implement goals.
- Skills and ability to interpret, apply, and explain assessment data.
- Ability to work with a diversity of individuals and/or groups; work with data of different types and/or purposes; and utilize a variety of job-related equipment.

- Ability to problem solve to analyze issues, create plans of action, and reach solutions; with data it is moderate; and with equipment, it is moderate.
- Ability to demonstrate and train staff in the use of techniques and other instructional strategies relative to Applied Behavior Analysis principles and evidence-based practices.
- Ability to develop and present trainings relative to Applied Behavior Analysis principles and evidence-based practices.
- Familiarity with the principles and concepts related to Multi-Tiered Systems of Support.
- Knowledge of implementation and improvement science.
- Knowledge of strategic planning processes and implementation.
- Knowledge of federal and state legislation, codes, and regulations concerning accountability.
- Skills and ability to communicate thoughtfully and effectively with schools, outside agencies, parents, students, and the public.

**Education:**

- A Master's degree from an accredited university.

**Experience:**

- A minimum of three years of experience in a comparable job or classification to that of a Behavior Specialist.
- A minimum of two years of experience designing and implementing positive behavior intervention plans for students with severe disabilities such as autism spectrum disorders and emotional disturbances.
- Specialized training in managing assertive, aggressive, and/or non-compliant behavior.
- Experience working in a school setting.

**Certificates & Licenses:**

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess current BCBA certification by the Behavior Analyst Certification Board.

**Clearances:**

- Criminal Justice Fingerprint Clearance
- TB Clearance

**Work Environment:**

- Work is performed in an office or school environment, continuous contact with staff, and representatives of other agencies.



**Physical Requirements:**

- The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, the facility to drive an automobile or to arrange a consistent method of transportation.

**Employment Eligibility:**

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

**FLSA Status:** Non-exempt

**Employee Group:** Classified

**Contract Days:** 186 days/school year

**Salary:** Range 50 on current Classified Salary Schedule

**Supervisor:** Superintendent

The information contained in this job description is for compliance with the American Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties, and additional duties may be assigned.

*Board Approved: PENDING*