

Santa Ana Unified School District  
1601 E. Chestnut Avenue  
Santa Ana, CA 92701

**MINUTES**

**SPECIAL BOARD MEETING  
SANTA ANA BOARD OF EDUCATION  
Tuesday, September 3, 2019**

**CALL TO ORDER**

Board President Amezcua called the meeting to order at 5:48 p.m.

Other members in attendance were Dr. Rodríguez, and Mr. Palacio.

**CLOSED SESSION PRESENTATIONS**

Ms. Amezcua asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern. There was no one wishing to address the Board.

**RECESS TO CLOSED SESSION**

The Special Board meeting recessed at 5:48 p.m. to consider existing litigation and labor negotiations.

**RECONVENE SPECIAL MEETING**

The Special Board meeting reconvened at 7:16 p.m.

Cabinet members present were Dr. Rasmussen, Mr. Tauer, Dr. Jimenez, Dr. Stekol, Dr. Allen, Mr. Roychowdhury, Mr. Williams, and Chief Smith. Dr. Helguera and Dr. Martinez were absent. Dr. Phillips was not present.

**PLEDGE OF ALLEGIANCE**

Mrs. Gloria Alvarado, led the Pledge of Allegiance.

**5. PUBLIC PRESENTATIONS**

Ms. Amezcua asked if there were any public presentations.

There were no public presentations.

**6. DISCUSSION**

**6.1 Superintendent Search - Planning Session with Education Support Services Group**

Mr. Richard Tauer and Dr. Rasmussen provided information pertaining to the Superintendent search. They presented the Board a brochure and an update on the timeline, neighborhood meetings, and input sessions that are taking place. Ms. Amezcua requested that students from Youth and Government be included in the input meetings.

## **7. REGULAR AGENDA - ACTION ITEMS**

### **7.1 Decision Regarding Appeal by Orange County School of the Arts under 4 C.C.R. 10170.3(f)**

Moved by Mr. Palacio, seconded by Ms. Amezcua, and carried 3-0-1, with Dr. Rodriguez abstaining, to deny the appeal of SB 740 good standing determination by Orange County School of the Arts under 4 C.C.R. 10170.3(f).

### **7.2 Approval of New Job Description: Behavior Support Provider**

Moved by Mr. Palacio, seconded by Dr. Rodriguez, and carried 4-0, to approve the new job description: Behavior Support Provider.

## **8. BOARD REPORTS**

## **9. ADJOURNMENT**

There being no further business to come before the Board, the Special Board Meeting adjourned at 7:46 p.m.

The next Regular Meeting of the Board of Education is Tuesday, September 10, 2019.

ATTEST:



Interim Co-Superintendent



## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **BEHAVIOR SUPPORT PROVIDER**

#### **JOB SUMMARY:**

Under the supervision of the Coordinator of Special Education and/or designee, and with direction from the Behavior Analyst, implement evidence-based individualized and intensive behavioral strategies, supports, and techniques for students with comprehensive positive behavior intervention plans (BIP) as part of their Individualized Education Programs (IEPs); implement directed academic, social, and behavioral learning experiences for students with special needs; prepare appropriate materials to enhance the student's learning experiences; consult and collaborate with district level and site level staff; provide support to teachers and paraprofessionals who implement behavior instruction to students; collect behavioral data for behavior intervention plans and student IEPs; monitor and report student progress regarding behavior and performance; follow, model, and/or implement program recommendations; support students transitioning within the least restrictive environment; collect and maintains data on student behavior; and regularly consults with the Behavior Analyst.

#### **REPRESENTATIVE DUTIES:**

- Adhere to the federal and state laws that apply to behavioral interventions, requirements, and regulations for students with Individualized Education Programs (IEP). **E**
- Promote a team approach in behavior support implementation among the school community, teachers, and other support staff. **E**
- Provide individualized applied behavioral analysis (ABA) support, i.e., discrete trial training (DTT), systematic prompting with fading, reinforcement systems, pivotal response training (PRT). **E**
- Implement behavioral strategies and program modifications in accordance with students' IEP and BIP's. **E**
- Collect data and record anecdotal progress notes on target behaviors and behavioral skill acquisition addressed within a BIP, which may include Antecedent-Behavior-Consequence (ABC), intensity, frequency, duration, latency, inter-response time, event recording, and interval-based recording. **E**
- Model behavioral techniques and methodologies for school site personnel (including but not limited to administrators, classroom teachers, school psychologists, paraprofessionals, related service providers, and other staff) implementing individualized BIP. **E**

## **BEHAVIOR SUPPORT PROVIDER (CONTINUE)**

### **REPRESENTATIVE DUTIES: (continued)**

- Support school site personnel with optimizing social interactions and promoting independent functioning within the school setting, using principles of ABA. **E**
- Promote and support the generalization and maintenance of acquired skills across instructional and social settings (i.e., playground). **E**
- Utilize and respond to feedback from behavior analyst to refine implementation of behavior supports. **E**
- Utilize materials and create classroom supports that align with behavioral programming recommendations. **E**
- Collect behavioral data provide program summaries for students receiving behavioral support services. **E**
- Communicate with District and/or site staff to support students' needs and progress. **E**
- When necessary, and with the support of the classroom/school site team, assist school site personnel in utilizing nonviolent crisis intervention strategies and techniques to prevent and/or de-escalate students exhibiting challenging behaviors during behavioral emergencies; reducing risk of injury and enhancing the safety of students and staff. **E**
- Perform other job-related duties as assigned. **E**

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Basic understanding of District special education policies and procedures.
- Behavior intervention strategies including, but not limited to, Nonviolent Crisis Prevention Intervention approaches and techniques (including verbal de-escalation and physical interventions), principles of applied behavior analysis (ABA) (e.g., systematic prompting with fading, reinforcement systems), positive behavior intervention plans, and communication-based strategies.
- Applicable Educational laws, codes, regulations, policies and procedures related to position.
- Federal and State laws and regulations regarding special education and assigned duties.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Data collection and record-keeping techniques.
- General and special education.

## **BEHAVIOR SUPPORT PROVIDER (CONTINUE)**

### **KNOWLEDGE AND ABILITIES: (continued)**

#### Knowledge of:

- Correct English usage, grammar, spelling, punctuation, syntax, and vocabulary.
- Operation of standard office and classroom equipment including a computer and assigned software.
- Social, cultural and linguistic diversity of district, city, and community.
- Safe practices in classroom and playground activities.
- Appropriate interpersonal relations using tact, patience and courtesy.

#### Ability to:

- Maintain confidentiality.
- Implement trained-techniques and chart behavior.
- Understand the exceptional needs of students receiving special education services.
- Learn and apply individualized behavioral programs quickly, such that the behavior program remains consistent during staff /student reassignment.
- Monitor and observe student behavior according to approved policies and procedures.
- Develop rapport and relate to students with physical, mental, or learning disabilities.
- Perform duties such as filing, duplicating, and maintaining records.
- Ability to respond from site to site in a timely manner (e.g., to support an urgent behavioral emergency).
- Understand and follow oral and written directions.
- Read and follow rules, regulations, policies, and procedures.
- Print and write legibly.
- Operate instructional and office equipment.
- Work with stressful situations.
- Monitor and evaluate student progress.
- Work collaboratively and cooperatively with others.
- Communicate effectively both orally and in writing.
- Use safe and Nonviolent Crisis Intervention disengagement and holding skills.
- Implement behavior management techniques used with students with special needs.
- Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments.

## **BEHAVIOR SUPPORT PROVIDER (CONTINUE)**

### **EDUCATION AND EXPERIENCE:**

- High School diploma or equivalent
- Completion of at least two years of study at an institution of higher learning or attainment of an Associate's Degree in a related field, such as psychology or child development
- At least two (2) years of successful experience working with individuals with disabilities within the specialized field of Applied Behavior Analysis (ABA)

### **LICENSES AND OTHER REQUIREMENTS:**

- Valid Registered Behavior Technician (RBT) certification **OR**
- Proof of 40 hour RBT training and RBT Competency Assessment and be eligible for certificate **OR**
- Willingness to pursue certification with the Behavior Analyst Certification Board (BACB) within one year of employment

**AND**

- Annually pass the RBT Competency Assessment, as outlined by the Behavior Analyst Certification Board and supervised by Autism and Behavior Program Specialists. Valid First Aid and CPR Certificates issued by an authorized agency, as well as meeting requirements to keep certificates current. Some Positions in this class may be required to speak, read, and write in a second designated language.
- Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis intervention.
- Valid California driver's license.
- Biliterate and bilingual (English/Spanish) desirable.

### **WORKING CONDITIONS:**

#### **Environment:**

- Office environment.
- Classroom and school environment (indoor/outdoor).
- Driving a vehicle to conduct work.
- Exposure to students who may exhibit verbal or physically aggressive behavior.

#### **Physical Abilities:**

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Standing or sitting for extended periods of time to observe students and to conduct work.
- Hearing and speaking to exchange information and provide assistance and information related to student behavior.

## **BEHAVIOR SUPPORT PROVIDER (CONTINUE)**

### **WORKING CONDITIONS: (continued)**

#### **Physical Abilities:**

- Seeing to read a variety of materials and observe and monitor student activities and behavior, and to drive a vehicle.
- Moving around a classroom, school, or playground environment freely and independently enough to observe children naturally and unobtrusively.
- Carrying, pushing, or lifting classroom and office supplies.
- Lifting or moving objects, normally not exceeding twenty-five (25) pounds.
- Strength and stamina required to implement physical intervention protocols to control crisis situations with students.
- Bending at the waist, kneeling or crouching to assist students.
- Reaching overhead and above shoulders to access materials.
- Sitting, standing, or walking for extended periods of time.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Board Approved: 9/3/19