



C-3
District Administration Building C
16703 South Clark Avenue
Bellflower, California 90706

August 12, 2025
5:00 P.M.

Regular Meeting Agenda

1. CALL TO ORDER

2. FLAG SALUTE

3. ROLL CALL

4. APPROVAL OF AGENDA

5. PERSONNEL COMMISSION MEMBERS – COMMUNICATIONS/COMMENTS

6. PUBLIC COMMENTS

This is the time members of the public may address the Personnel Commission on items that are within the subject jurisdiction of the Commission. Under the Brown Act, the Personnel Commission may not deliberate or act on items not on the agenda and generally may only listen, except to ask clarifying questions or refer the matter to staff. Speakers are asked to limit their comments to three (3) minutes in order to allow everyone who wishes to speak the opportunity to do so. Please complete a "Request to Address Personnel Commission" form prior to speaking.

- A. CSEA
- B. District Administration
- C. Audience Members

7. ACTION ITEM:

Approval of Minutes, Regular Meeting of June 24, 2025

8. ACTION ITEM:

Certification and Ratification of Eligibility Lists for Classified Service

9. ACTION ITEM:

Approval of Revised Classification Specifications: Accounting Assistant

10. ACTION ITEM:

Approval of Revised Classification Specifications: Speech/Language Pathology Assistant (SLPA)

11. ACTION ITEM:

First Reading-Proposed Amendment to Personnel Commission Rule 60.700.1

12. REPORT FROM THE EXECUTIVE DIRECTOR, CLASSIFIED PERSONNEL COMMISSION

13. ADJOURNMENT OF MEETING

NEXT REGULAR SCHEDULED MEETING OF THE PERSONNEL COMMISSION

District Administration Building
Tuesday, September 9, 2025 at 5:00 p.m.

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 Personnel Services, 16703 South Clark Ave, Bellflower, CA 90706. Persons requiring accommodation in order to view the agenda or participate in the meeting, may make the request for accommodation to the Personnel Services Office at 562-866-9011 at least 24 hours in advance of the meeting. (Government Code 54954.2 (a)1.)

**BELLFLOWER UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION**

MINUTES OF THE REGULAR MEETING JUNE 24, 2025

CALL TO ORDER IN PUBLIC SESSION

The regular meeting was called to order by Chairperson Jason Willey at 5:00 p.m. and the Flag Salute was led by Vice Chairperson Sue Berhow.

ROLL CALL

MEMBERS PRESENT: Jason Willey, Chairperson
Sue Berhow, Vice Chairperson
Marisa Perez, Member

STAFF PRESENT: Dr. Frank Olmos, Executive Director
Adrianna Cervantes, Administrative Assistant

APPROVAL OF AGENDA

The Personnel Commission took action to approve the agenda as presented for Tuesday, June 24, 2025.

Motion made by: Ms. Marisa Perez
Seconded by: Mrs. Sue Berhow

Roll Call Vote: Yes: 3
No: 0

The motion carried.

COMMUNICATIONS/PERSONNEL COMMISSION MEMBERS

None

PUBLIC COMMENT

None

ITEMS FOR ACTION

7. Approval of Minutes

The Personnel Commission took action to approve the minutes of the regular meeting of May 23, 2025.

Motion made by: Mrs. Sue Berhow
Seconded by: Ms. Marisa Perez

Roll Call Vote: Yes: 3
No: 0

The motion carried.

8. Approval of the Proposed 2025-2026 Personnel Commission Budget

The Personnel Commission took action to approve the Proposed 2025-2026 Personnel Commission Budget.

Motion made by: Ms. Marisa Perez
Seconded by: Mrs. Sue Berhow

Ms. Perez asked about changes to the budget. Dr. Olmos gave an overview of the budget.

Roll Call Vote: Yes: 3
No: 0

The motion carried.

9. Certification and Ratification of Eligibility Lists for Classified Service

The Personnel Commission took action to certify and ratify the Eligibility Lists for Classified Service.

Motion made by: Ms. Marisa Perez
Seconded by: Mrs. Sue Berhow

Ms. Perez asked a question about vacancies and hiring. Dr. Olmos provided an explanation of the lists.

Roll Call Vote: Yes: 3
No: 0

The motion carried.

10. Personnel Commission Meeting Calendar

The Personnel Commission took action to approve the dates, time, and place for its regular meetings for 2025.

Motion made by: Mrs. Sue Berhow
Seconded by: Ms. Marisa Perez

Dr. Olmos discussed the dates of the upcoming meetings. No changes were made to the calendar.

Roll Call Vote: Yes: 3
No: 0

The motion carried.

11. Approval of Revised Classification Specifications: Clerk

The Personnel Commission took action to approve the Revised Classification Specifications for Clerk, effective June 25, 2025.

Motion made by: Mrs. Sue Berhow
Seconded by: Ms. Marisa Perez

Dr. Olmos gave an overview of the item.

Roll Call Vote: Yes: 3
No: 0

The motion carried.

The motion carried.

12. REPORT FROM THE EXECUTIVE DIRECTOR, CLASSIFIED PERSONNEL COMMISSION

Dr. Olmos reported to the commissioners that the Board of Education approved the CSEA Successor Agreement at the last board meeting, also retirees were honored and the board also announced their selection of the new superintendent, Dr. Erin Simon to begin with the district July 14, 2025.

The Personnel Commission adjourned at 5:36 p.m.

18. ADJOURNMENT

THE JUNE 24, 2025, REGULAR MEETING OF THE PERSONNEL COMMISSION ADJOURNED AT 5:36 P.M.

Respectfully submitted by:



Dr. Frank Olmos
Executive Director-Classified Personnel Commission

BELLFLOWER UNIFIED SCHOOL DISTRICT
Personnel Commission
Agenda Action Item: 8

Date: June 24, 2025
To: Members of the Personnel Commission
From: Dr. Frank Olmos, Executive Director-Classified Personnel Commission
Subject: Certification and Ratification of Eligibility Lists for Classified Service

Background

The Executive Director of Classified Personnel Commission is responsible for preparing eligibility lists of qualified candidates who have successfully passed required examinations and are eligible for employment in the classified service of Bellflower Unified School District.

Recommendation(s)

1. Certify and/or Ratify the Eligibility Lists for Classified Service as follows.

<u>Classification</u>	<u>List Date</u>	<u>List Type</u>	<u>Ranks</u>	<u>Eligibles</u>	<u>Tested</u>	<u>Applicants</u>
Director, Fiscal Services	07/14/25	OP	4	4	5	14
Instructional Assistant (Merged)	07/01/25	OP/PR	13	74	4	11
HVAC Mechanic	07/11/25	OP/PR	2	2	3	8
Technology Technician	07/14/25	OP	8	10	29	29

DC-Dual Certification
OP-Open
PR-Promotional

**BELLFLOWER UNIFIED SCHOOL DISTRICT
Personnel Commission
Agenda Action Item: 9**

Date: August 12, 2025
To: Members of the Personnel Commission
From: Dr. Frank Olmos, Executive Director-Classified Personnel Commission
Subject: Approval of Revised Classification Specifications: Accounting Assistant

Background

At the request of Aureli Alvarez, Accounting Manager, Fiscal Services, a revision to the Accounting Assistant classification specifications is proposed. This revised version reflects updated qualifications and expectations to support a current vacancy and facilitate recruitment efforts.

Recommendation(s)

Approve the revised classification specifications for Accounting Assistant, effective August 13, 2025.

Summary of Key Revisions

- Clarified distinctions between Accounting Assistant and higher-level roles, including supervision and scope of work.
- Updated duties to reflect current accounting practices, including processing reimbursements and use of financial software.
- Revised minimum qualifications to remove vague language and broaden eligibility by allowing a relevant bachelor's degree to substitute for experience.
- Aligned qualifications across the accounting series to support internal promotion opportunities.
- Reformatted the specification for clarity, ADA compliance, and consistency with Personnel Commission standards.

For reference: Monthly Salary Range A-010 (\$5,004.60 – \$6,080.72).

BELLFLOWER UNIFIED SCHOOL DISTRICT

CLASS TITLE: ACCOUNTING ASSISTANT

BASIC FUNCTION:

Under the direction of the Accounting/Auditing Manager or an assigned supervisor, performs a variety of clerical accounting functions in connection with assigned accounts, prepares and maintains related financial records and reports.

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from higher-level accounting positions by the performance of routine clerical accounting functions under direct supervision with limited independent judgment required. The Accounting Assistant performs standardized accounting support tasks following established procedures, while higher classifications such as Senior Accounting Assistant require relatively more complex technical knowledge and relatively greater decision-making authority and may provide work direction to other accounting staff. This position is differentiated from general clerical positions by its specialized focus on financial record-keeping, basic accounting transactions, and familiarity with accounting terminology. The Accounting Assistant serves as an entry-level position in the accounting career path within the district.

SUPERVISION RECEIVED AND EXERCISED

Receives immediate supervision from the assigned supervisor. Exercises no supervisory responsibilities. Does not provide work direction to other staff.

REPRESENTATIVE DUTIES/ESSENTIAL DUTIES - Duties may include, but are not limited to, the following:

- Perform a variety of financial clerical functions ~~of~~for assigned accounts; prepare and maintain a variety of auditable financial and statistical records and reports for assigned accounts; prepare and distribute a variety of reports for administrators. E
- Receive, sort, match and file invoices and purchase orders covering a variety of District-level activities in preparation for payment; process invoices, warrants and purchase orders according to established procedures; make corrections as required; prepare related reports. E
- Receive and process travel and conference requests; prepare and process travel expense claims; distribute reimbursement checks; notify employees regarding submitting expense claims to ~~assure~~ensure encumbered expenses are closed and cash advances are cleared. E
- Confer with vendors regarding payments and warehouse personnel regarding receipt of goods; communicate with school or department personnel regarding individual purchases and related changes. E
- Receive revolving fund cash vouchers; audit and verify accuracy and authorization of vouchers; prepare and distribute revolving fund checks; maintain records. E

- Operate a computer and assigned financial software systems to monitor, analyze, control and prepare reports and other materials on financial data; operate a variety of office machines including a calculator, copier, telephone and fax machine. **E**
- Balance and reconcile assigned bank accounts. **E**
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Methods, procedures and terminology used in clerical accounting work
- Financial and statistical record-keeping techniques
- Generally accepted accounting and auditing principles, practices and procedures
- Operation of a computer and specified **accounting** software
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Telephone techniques and etiquette
- Interpersonal skills using tact, patience and courtesy

ABILITY TO:

- Perform clerical accounting duties in the maintenance of assigned accounts
- Maintain accurate financial and statistical records
- Compare numbers and detect errors efficiently
- Process and record accounting transactions accurately
- Reconcile, balance and audit assigned accounts
- Utilize accounting and auditing practices and terminology applicable to public sector accounting
- Learn District organization, operations, policies and objectives
- Work independently with little direction
- Operate a variety of office equipment and a computer terminal to enter data, maintain records and generate reports
- Communicate effectively both orally and in writing
- Meet schedules and timelines
- Establish and maintain cooperative and effective working relationships with others
- **Model communications and interactions that respect and include all individuals and their languages, abilities, religions, and cultures**

MINIMUM REQUIREMENTS - The following are the minimum qualifications and requirements:

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to:~~

~~graduation from high school supplemented by course work in bookkeeping and accounting and two years experience in financial record-keeping, bookkeeping and accounting.~~

Experience: Two years of clerical accounting, bookkeeping, or financial record-keeping experience.

Education: Two years of college-level coursework, including major coursework in accounting, business, finance or a closely related field, from an institution of higher learning recognized by the Council for Higher Education Accreditation.

Equivalency Provision: A Bachelor's degree or higher in accounting, business, finance, or other field closely related to the job requirements of this classification may substitute for the required experience.

WORKING CONDITIONS AND PHYSICAL DEMANDS – This summary provides examples of the work conditions and typical physical demands of this classification.

ENVIRONMENT:

WORKING CONDITIONS:

- Work is performed in an office environment.
- Frequent operation of computers, calculators, telephones, and other standard office equipment.
- Extended periods of sitting for data entry and record processing.
- Regular hearing and speaking required for exchanging information in person and by phone.
- Visual acuity needed to read financial documents and computer screens.

~~Office environment.~~

PHYSICAL DEMANDS:

- ~~Dexterity of hands and fingers to operate a computer keyboard¶~~
- ~~Hearing and speaking to exchange information in person or on the telephone¶~~
- ~~Carrying, pushing or pulling accounting files¶~~
- ~~Sitting for extended periods of time¶~~
- ~~Seeing to read a variety of financial materials¶~~

- ~~Reaching overhead, above the shoulders and horizontally~~
Dexterity of hands and fingers to operate a computer keyboard and office equipment.
- Prolonged periods of sitting while processing records and entering data.
- Hearing and speaking to exchange information in person and by telephone.
- Visual acuity required to read financial documents and computer screens.
- Occasional carrying, pushing, or pulling of accounting files or related materials.
- Reaching overhead, above shoulders, and horizontally to access files or materials.
- Occasional bending at the waist, kneeling, or crouching to retrieve records or supplies.

Additional Requirements/Information:

Must maintain confidentiality of sensitive financial and personnel information in accordance with district policies and applicable laws. May be required to attend training sessions, workshops, or meetings outside of normal business hours.

APPROVED BY PERSONNEL COMMISSION:

June 1999
Ewing & Company

**Proposed to Personnel Commission:
August 12 2025**

BELLFLOWER UNIFIED SCHOOL DISTRICT
Personnel Commission
Agenda Action Item: 10

Date: August 12, 2025

To: Members of the Personnel Commission

From: Dr. Frank Olmos, Executive Director-Classified Personnel Commission

Subject: Approval of Revised Classification Specifications: Speech/Language Pathology Assistant (SLPA)

Background

At the request of Alma Ulloa, Assistant Superintendent of Special Education and Student Support Services, the classification specification for **Speech/Language Pathology Assistant (SLPA)** has been updated to reflect current best practices and ensure alignment with school-based service delivery expectations.

Recommendation

Approve the revised classification specifications for **Speech/Language Pathology Assistant**, effective **August 13, 2025**.

Summary of Key Revisions

- Updated the **Basic Function** and duties to reflect current SLPA responsibilities, including implementation of treatment plans and therapy activities under SLP supervision.
- Clarified scope by removing outdated or duplicative language, and aligning terminology with modern educational and therapeutic standards.
- Revised **Knowledge, Abilities, and Minimum Qualifications** to include evidence-based practices, AAC systems, and clearer certification/education requirements.
- Reformatted the specification for clarity, ADA compliance, and consistency with Commission standards.
- **Minimum Qualifications** revised to clarify required education (completion of a two-year SLPA program or equivalent).

BELLFLOWER UNIFIED SCHOOL DISTRICT

CLASS TITLE: SPEECH/LANGUAGE PATHOLOGY ASSISTANT

BASIC FUNCTION:

~~Under the general administrative direction and technical direction of a Speech and Language Pathologist, assist with screening, assessing and providing therapy to students with a variety of speech and language disabilities to enhance communication skills; assist with developing and implementing treatment, therapeutic activities and related plans, goals and objectives.~~

Under the supervision of a credentialed Speech-Language Pathologist, assists in the screening, assessment, and delivery of speech and language therapy services to students with a range of communication disorders. Supports the development and implementation of treatment plans, therapeutic activities, and related goals and objectives to improve students' communication skills.

DISTINGUISHING CHARACTERISTICS

The Speech-Language Pathology Assistant (SLPA) is a specialized paraprofessional who provides support services under the supervision of a licensed Speech-Language Pathologist (SLP). Unlike Instructional Assistants, who provide general classroom and instructional support to a broad range of students, SLPAs focus specifically on delivering educationally related speech and language services to students with identified communication disorders, as outlined in their Individualized Education Programs (IEPs) or treatment plans. SLPAs do not independently diagnose, interpret assessment results, or develop treatment plans, but rather implement therapy activities and document progress as directed by the supervising SLP.

SUPERVISION RECEIVED AND EXERCISED

The Speech/Language Pathology Assistant receives general supervision from a licensed Speech and Language Pathologist. This position does not include supervisory responsibilities but may provide work direction to lower level job classifications.

REPRESENTATIVE DUTIES:

~~¶~~

ESSENTIAL DUTIES:

REPRESENTATIVE/ESSENTIAL DUTIES - Duties may include, but are not limited to, the following:

- ~~• Assist with screening, assessing and providing therapy to students with a variety of speech and language disabilities to enhance communication skills; implement treatment plans for individual students according to established specifications.¶~~

- Assist with developing and implementing treatment, therapeutic activities and related plans, goals and objectives to enhance student speech and language skills; conduct therapy and treatment activities with individual and small groups of students; evaluate student progress towards goals.¶¶
- Monitor, assess and assist in adjusting therapy and treatment plans, programs and activities in response to student issues, needs and progress; assist students with meeting goals and objectives; conduct screenings and observe and report student progress, behavior and areas of concern.¶¶
- Assist in providing therapy in receptive and expressive language, articulation, voice and other communication skills; assist with implementing effective remediation strategies; assist in preparing lesson plans; confer with pathologist concerning lesson plans and materials to meet student needs.¶¶
- Assist students in completing therapeutic drills, exercises, practices and assignments; interact with students during game play, exercises and other therapeutic activities; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.¶¶
- Assist with planning and coordinating speech and pathology services and scheduling related sessions and activities; provide appropriate follow-up services on student therapy programs to monitor progress and assure student needs are being met in accordance with established requirements.¶¶
- Advise teachers, staff and others concerning occupational therapy, speech and language development and related student therapy programs, treatment plans, guidelines, requirements, practices and procedures.¶¶
- Compile information and prepare and maintain a variety of records, reports and files related to student disabilities, assessments, attendance, therapy, treatment plans, progress and assigned activities; prepare charts, graphs and statistical data as required.¶¶
- Assist students with behavior modification, social skill development, special medical conditions and other assigned therapeutic and instructional support activities; escort students to and from various school site locations as required.¶¶
- Utilize various speech and language therapy and communication tools, equipment and devices; maintain equipment in proper operating condition; operate standard office equipment including a copier, computer and assigned software; drive a vehicle to conduct work.¶¶
- Assist in the preparation and development of instructional and therapeutic documents and materials as required; type, duplicate and distribute materials.¶¶
- Assist with developing, implementing and monitoring and assessing student progress towards IEP goals and objectives as required; attend and participate in IEP meetings.¶¶
- Assist with administering and interpret diagnostic tests in the identification of language, speech, hearing and other communication needs of students as assigned.¶¶
- Assure the health and safety of students by following health and safety practices and procedures; maintain assigned work areas in a safe, orderly and clean manner.¶¶

- ~~Assist with research projects, in-service trainings and family community education activities.~~

~~OTHER DUTIES:~~

- **Assists the Speech-Language Pathologist in screening and assessing students to identify speech and language disorders and support the implementation of individualized therapy plans**
- **Delivers direct speech and language therapy services to individual students and small groups, following established treatment protocols to improve communication skills**
- **Tracks, documents, and reports student progress, behaviors, and participation during therapy sessions, providing timely feedback to the supervising SLP for program adjustments**
- **Prepares and organizes therapy materials, lesson plans, and remediation activities in collaboration with the SLP to address specific student needs in areas such as articulation, language, fluency, and voice**
- **Engages students in therapeutic exercises, activities, and assignments, fostering participation and providing encouragement, guidance, and positive reinforcement to support skill development**
- **Coordinates scheduling and logistics for speech-language therapy sessions, ensuring timely delivery of services and appropriate follow-up to support student progress**
- **Communicates and collaborates with teachers, staff, and families regarding student participation in speech-language therapy, sharing strategies and information to reinforce communication goals in various settings**
- **Maintains accurate and confidential records, reports, and data related to student attendance, therapy sessions, progress toward goals, and required documentation for compliance purposes**
- **Supports students with behavior modification, social skills development, and accommodations for special medical conditions during therapy and related activities; provides supervision as students transition between locations**
- **Operates and maintains speech-language therapy equipment, assistive technology, and standard office devices, ensuring materials and tools are available and in proper working order**
- **Develops, duplicates, and distributes instructional and therapeutic materials as needed to facilitate therapy sessions and reinforce learning objectives**
- **Monitors and documents student progress toward IEP goals and objectives; participates in IEP meetings as requested to provide input on student performance and therapy outcomes**
- **Administers designated screening tools and assists with diagnostic procedures under SLP supervision to help identify students' speech, language, and hearing needs**

- Promotes and maintains a safe, clean, and organized therapy environment by adhering to health and safety protocols and best practices
- Participates in professional development activities, research projects, and community education events to support ongoing learning and program improvement
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- General principles, practices, procedures, theories, equipment and techniques involved in providing
- speech and language therapy to students with various handicapping conditions.
- Language, articulation and hearing disorders.
- General plans, practices, techniques and strategies involved in providing speech and language
- therapy and treatment to enhance communication skills.
- Child guidance and development principles and practices related to children with special needs.
- Problems and concerns of students with special needs.
- Basic instructional methods and techniques.
- Operation of standard office and classroom equipment used in speech and language therapy.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Record keeping techniques.
- Principles and practices of speech and language therapy for diverse student populations, including evidence-based intervention strategies and best practices
- Communication disorders across domains (articulation, language, fluency, voice, and social pragmatics) and their developmental progression
- Augmentative and alternative communication (AAC) systems and assistive technology for supporting students with complex communication needs
- Data collection, documentation procedures, and record-keeping requirements for tracking progress and maintaining compliance
- Professional ethics, confidentiality requirements, and regulations governing speech-language pathology services in educational settings
- Child development principles with emphasis on cultural, linguistic, and neurodevelopmental factors affecting communication
- Instructional methods and behavior management strategies to maximize student engagement in therapy sessions
- Operation and maintenance of specialized therapy equipment and materials used in speech-language interventions

- Professional communication standards, including accurate documentation and reporting of student performance
-

ABILITY TO:

- Assist with screening, assessing and providing therapy to students with a variety of speech and language disabilities to enhance communication skills.
- Assist with developing and implementing treatment, therapeutic activities and related plans, goals and objectives.
- Assist in providing therapy in receptive and expressive language, articulation, voice and other communication skills.
- Monitor, assess and assist in adjusting therapy and treatment plans, programs and activities in response to student issues, needs and progress.
- Assist students in completing therapeutic drills, exercises, practices and assignments.
- Demonstrate an understanding, patient and receptive attitude toward special education students. Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing in English and a designated second language.
- Work independently with little direction.
- Operate standard office and classroom equipment. Meet schedules and timelines.
- Observe health and safety regulations.
- Maintain various records and logs related to work performed.
- **Implement evidence-based speech and language therapy activities and treatment plans as directed by the supervising SLP**
- **Provide targeted intervention in receptive/expressive language, articulation, fluency, voice, and social communication, including AAC systems**
- **Monitor student progress, collect accurate data, and document therapy outcomes for ongoing treatment planning**
- **Engage students in therapeutic activities using positive reinforcement and motivational strategies that support skill acquisition**
- **Demonstrate cultural sensitivity and empathy when working with students with diverse abilities and backgrounds**
- **Establish and maintain collaborative relationships with students, families, colleagues, and multidisciplinary team members**
- **Communicate effectively in oral and written formats, in English and a designated second language if required for the assignment**
- **Work independently within established protocols, managing time and resources to meet schedules and deadlines**

- Operate and maintain speech-language therapy equipment, assistive technology, and standard office tools
- Maintain confidential records and documentation in compliance with legal, ethical, and district requirements.
- Model communications and interactions that respect and include all individuals and their languages, abilities, religions, and cultures
-

MINIMUM REQUIREMENTS - The following are the minimum qualifications and requirements:

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by completion of a two year college speech language pathology certification program or equivalent course study and one year experience working with individuals with speech and language disabilities.

Experience:

Completion of at least 100 hours of supervised clinical fieldwork/practicum as part of the educational program.

Education:

Graduation from high school or equivalent, supplemented by completion of a two-year college Speech-Language Pathology Assistant program or equivalent course of study,

LICENSES AND OTHER REQUIREMENTS:

- Valid Speech/Language Pathology Assistant certificate issued by the State of California Department of Consumer Affairs Board of Speech-Language Pathology and Audiology at the time of appointment and maintain current registration throughout employment
- Valid California driver's license.

WORKING CONDITIONS AND PHYSICAL DEMANDS – This summary provides examples of the work conditions and typical physical demands of this classification.

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor and outdoor school environments including classrooms, therapy rooms, and campus locations
- Regular interaction with students, staff, and families with diverse physical, emotional, and behavioral needs
- Travel between school sites; driving a vehicle to conduct work may be required

- Exposure to noise, bodily fluids, and infectious diseases in the educational environment
- Standard school hours with occasional meetings or activities outside regular schedule
- ~~Indoor and outdoor work environment.~~
- ~~Driving a vehicle to conduct work.~~

PHYSICAL DEMANDS:

- ~~Dexterity of hands and fingers to operate a variety of equipment.~~
- ~~Seeing to read a variety of materials.~~
- ~~Hearing and speaking to exchange information.~~
- ~~Sitting or standing for extended periods of time.~~
- ~~Bending at the waist, kneeling or crouching to assist children.~~
- ~~Bending at the waist, kneeling or crouching to assist students.~~
- ~~Reaching overhead, above the shoulders and horizontally.~~
- ~~Lifting and positioning of students weighing 50 pounds or less in wheelchairs, or other equipment, two or more staff members will generally lift and position students weighing more than 50 pounds.~~
- **Dexterity of hands and fingers to operate therapy tools, assistive technology, and standard office equipment**
- **Visual acuity to read printed materials, observe student performance, and monitor therapy activities**
- **Hearing and speaking to exchange information with students, staff, and families in individual and group settings**
- **Sitting, standing, and walking for extended periods during therapy sessions and classroom activities**
- **Bending at the waist, kneeling, or crouching to assist and interact with students**
- **Reaching overhead, above the shoulders, and horizontally to access materials and equipment**
- **Lifting, carrying, and positioning students and equipment weighing up to 50 pounds; team lifting required for students weighing more than 50 pounds**
- **Occasional pushing or pulling of wheelchairs, therapy equipment, or carts**

Additional Requirements/Information:

- **Must possess and maintain a valid Speech-Language Pathology Assistant registration issued by the State of California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board.**
- ~~Valid Speech-Language Pathology Assistant certificate issued by the State of California Department of Consumer Affairs Board of Speech-Language Pathology and Audiology at the time of appointment and maintain current registration through out employment~~
- ~~Valid California driver's license.~~

APPROVED BY PERSONNEL COMMISSION:

Board Approved: JULY 10, 2008
PC Approved: JULY 15, 2008

Proposed to Personnel Commission:
Revision: August 12, 2025

BELLFLOWER UNIFIED SCHOOL DISTRICT
Personnel Commission
Agenda Action Item: 11

Date: August 12, 2025
To: Members of the Personnel Commission
From: Dr. Frank Olmos, Executive Director-Classified Personnel Commission
Subject: First Reading-Proposed Amendment to Personnel Commission Rule 60.700.1 (Vacation)

In response to a request from the District and in alignment with the recently ratified 2023–2026 CSEA-BUSD collective bargaining agreement, I am submitting a proposed amendment to Personnel Commission Rule 60.700.1 (Vacation) for first reading. This amendment seeks to ensure consistency with the negotiated agreement and to clarify provisions related to vacation accrual, forfeiture, and payout for both bargaining unit and management/confidential employees.

Summary of Proposed Changes

For Bargaining Unit Employees:

- Limit vacation payout upon separation to a maximum of two years' worth of accrued vacation, consistent with the CSEA agreement.

For Management/Confidential Employees:

- Replace permissive language with mandatory language regarding the 48-day accrual cap and forfeiture ("shall" instead of "may").
- Limit vacation payout upon separation to a maximum of 48 days, consistent with the accrual cap.

Proposed Amendments

1. Section G (Accumulation and Forfeiture for Management/Confidential Employees):

- **Current Language:**
Classified management and confidential employees may accumulate a maximum of 48 days of unused paid vacation.
- Any unused paid vacation beyond 48 days may be forfeited.
- **Proposed Language:**
Classified management and confidential employees ~~may~~ **shall** accumulate a maximum of 48 days of unused paid vacation.
- Any unused paid vacation beyond 48 days ~~may~~ **shall** be forfeited.

2. Section K (Payout Upon Separation):

- **Add the following language:**
 - *Upon separation from the District, classified bargaining unit employees shall be paid for unused vacation not to exceed two years' worth of accrued vacation, in accordance with the current CSEA agreement.*
 - *Classified management and confidential employees shall be paid for unused vacation not to exceed a maximum of 48 days.*

Rationale

- **Contract Alignment:**

The CSEA 2023–2026 agreement now limits vacation payout for bargaining unit members to two years' accrual upon separation. The Personnel Commission rule must reflect this to ensure compliance and consistency.
- **Clarity and Fiscal Responsibility:**

Changing “may” to “shall” in Section G makes the 48-day cap and forfeiture mandatory, eliminating ambiguity and ensuring enforceability. Adding a 48-day payout cap for management/confidential employees in Section K aligns with the accrual limit and provides fiscal predictability.
- **Legal and Administrative Compliance:**

Education Code and Commission rules require that Commission rules reflect negotiated agreements for represented employees and that all rule changes follow the established amendment process.

Analysis

The proposed changes provide significant advantages by ensuring legal compliance, promoting fiscal responsibility, and streamlining HR processes, while also supporting employee well-being by encouraging regular use of vacation time. Although these changes may reduce flexibility and could be perceived as a reduction in benefits — particularly for management and confidential staff — the benefits of clear limits, reduced financial liability, and enhanced employee health and productivity outweigh the drawbacks. Overall, adopting these revisions is a prudent and balanced approach for the District.

Implementation Steps

1. **First Reading:**

Present this proposal at the next regular Personnel Commission meeting as a first reading, per Rule 20.200.81., tentatively scheduled for August 12th, 2025.
2. **Stakeholder Notification:**

Following the first reading, refer the proposal to interested parties—including CSEA, management/confidential employees, and the Board of Education—for comment and recommendation, as required by Rule 10.200.3 and 20.200.81.
3. **Second Reading and Action:**

Schedule a second reading for Commission action after the comment period. If adopted, submit the rule changes to the Board of Education for concurrence.
4. **Communication and Distribution:**

Upon final approval, distribute the revised rule to all classified employees and update official documentation, as required by Rule 10.200.6 and 10.200.71.

References:

- 1: BUSD Personnel Commission Rules and Regulations, particularly Rules 10.200.3, 10.200.6, 10.200.7, and 20.200.8
- 2: CSEA-BUSD 2023–2026 Successor Agreement, Article XI Vacation and Holiday Leave