



## DEFINITION

Under the direction and supervision of the Director of Special Education, provide consultation, coaching, instructional planning and support for general education and special education staff. Work directly with District, SELPA, school staff, students, parents, and outside agencies collaboratively to support students with disabilities. Ensure the provision of educationally related mental health services for eligible special education students.

## REPRESENTATIVE DUTIES

Assist staff in developing and implementing accommodations and modifications of core curriculum for students with disabilities; supervise and monitor the documentation of student progress by school personnel; visit school facilities, attend school meetings; advise staff regarding additional services as new needs arise; conduct assessments and assist with IEP (Individualized Educational Program) development; attend and facilitate and support positive, effective IEP meetings.

Support curriculum, instruction and professional development: assist in the development of policy and procedure and coordinate implementation of educationally-related mental health and counseling services; provide technical assistance, consultation, and training to schools regarding community resources and other mental health issues, as necessary; facilitate training for school staff in prevention and proactive pre-referral activities and behavioral support systems; provide social and behavioral services supervision and support to schools.

Establish positive supportive relationships with staff, parents, and students to support student learning; effectively engage diverse families in the coordination process and assure access to educationally related mental health services; provide monitoring and oversight of non-public school placements and services. Implement required state and federal compliance procedures; provide complex case or exceptional needs consultation and support case coordination; perform resource coordination, information, and referral processes with other county agencies, community organizations, special education service provision to students, including mental health.

## OTHER RESPONSIBILITIES

- Develop, coordinate and supervise trainings in educationally related services and systems to various stakeholder groups
- Travel to sites in which services are being conducted, which may include in and out of state residential treatment facilities, non-public schools and non-public agencies, county special education and district settings
- Provide support, oversight and reporting for special education funds and budgets, including mental health
- Assist in the development of district special education policies and procedures
- Perform other related duties as assigned

## KNOWLEDGE OF

County agencies and community organizations to coordinate effective special education service provision to students, including mental health

Supervision and motivation techniques for students with special needs

Educationally-related mental health and counseling services

Principles of staff development, techniques and strategies pertaining to instruction

## ABILITY TO

Understand and facilitate compliance with state and federal laws and regulations.

Develop resources for professional development based on district needs

Demonstrate knowledge of core curriculum and strategies for implementation.

Facilitate and support the continuum of counseling interventions available for students enrolled in general and special education programs, including residential treatment facilities

Develop, analyze and support special education programs and services

Work with staff, students, and families enrolled within the district in order to facilitate the provision of educationally related mental health services

## MINIMUM QUALIFICATIONS

- Minimum three years of school/clinical or field related experiences.
- Three or more years of administrative or administrative related experience – Desired
- Possess ONE or more of the following Credentials and Licenses:
  - Pupil Personnel Services Credential - School Psychology
  - Administrative Credential
  - Education Specialist Credential
- Evidence of work experience demonstrating administrative leadership
- Excellent interpersonal skills to work effectively with students, teachers, administrators, families, and outside agencies

## EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

## PHYSICAL STANDARDS AND WORKING CONDITIONS

*The work environment and physical demands of the position as described is representative of those that must be met by an employee to successfully perform the essential functions of this category position. The information is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned. These physical standards are generic in nature and tasks may vary. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.*

## PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

## MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact cooperatively with District staff, parents, community members, vendors, and other organizations; occasionally required to deal with conflict situations.

#### WORK ENVIRONMENT

While performing the duties, employees are subject to constant interruption and are in direct contact with the public and employees. Negative interactions resulting from these contacts can result in stressful situations. These positions may be high volume positions and may work without direct and/or constant supervision. The noise level in an office environment is moderate.

#### SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

#### PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees