

REDLANDS UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Redlands Coordinated Supports & Services Program Specialist

REQUIRED QUALIFICATIONS

CREDENTIAL:	Required	Appropriate California Teaching Credential or Pupil Personnel Services Credential.
EDUCATION:	Required	B.A. or B.S.
	Desired	M.A. or M.S.
EXPERIENCE:	Required	A minimum of three successful years teaching in a special or general education setting at the elementary or secondary level and/or five years of related service. Experience working with school staffs to implement program goals, utilizing and adapting core curriculum for at-risk students.
	Desired	Experience in program coordination. A working knowledge of the CA Department of Education Scaling Up Multi-Tiered System of Supports (SUMS) initiative, Positive Behavioral Interventions and Supports (PBIS), and the effective use of instructional technology. Knowledge of current state and federal regulations related to education, resources and materials available for use in K-8 curriculum, recent developments, current research and evidence based practices related to MTSS.

BRIEF DESCRIPTION OF POSITION

Under the direction of the Educational Services Division, the Redlands Coordinated Supports and Services (RCSS) Program Specialist provides expertise and assistance in meeting the needs of general education students demonstrating academic, behavioral, or social emotional needs. The RCSS Program Specialist provides support in the form of consultation, coaching, one-to-one and group presentations, classroom support, and information for effective instructional strategies for general educators and other personnel who provide instructional services to children and adolescents. The RCSS Program Specialist provides leadership to district staff in providing “best practice” academic and behavioral supports and interventions.

ESSENTIAL FUNCTIONS

- Assists with the development and maintenance of the implementation of the CA Department of Education Scaling Up Multi-Tiered System of Supports (SUMS) grant project goals and objectives.
- Recommends instructional strategies related to a tiered system of supports for academic, behavioral, and social and emotional needs of general education students.
- Provides consultation and instructional support to address the needs of students.
- Facilitates behavioral services for general education students receiving mental health services. Provides technical assistance and training to staff and families concerning behavior needs and available mental health and behavioral resources.

ESSENTIAL FUNCTIONS (continued)

- Analyzes behavior from a functional perspective that addresses mental health and behavior, including functional analysis and functional behavior assessments that promote daily positive interventions.
- Conducts direct behavior analyses of students leading to and including, development of behavior goals, behavior contracts, behavior intervention plans, Functional Behavioral Analysis assessments and Positive Behavioral Intervention Plans; collects and analyzes data.
- Provides general support to sites in the area of behavioral issues which includes assisting sites with student discipline, complaint issues arising around mental health needs and behavioral issues, and Positive Behavioral Interventions and Supports (PBIS) systems planning.
- Supervises the maintenance of a variety of records and files and coordinates data collection to monitor student progress.
- Provides instruction in analyzing data and modifying curriculum and instructional strategies.
- Communicates with site administration, parents, teachers, and support staff.
- Participates in trainings and professional development as appropriate.
- Attends and participates in site and District level meetings.
- Delivers in-service presentations to individuals, school sites, small clusters, program specific groups, departments, parent and administrative groups.
- Provides in-service in curriculum development, assessment, behavior management techniques and collaboration between site instructional and support staff.
- Meets with site administration and leadership team to determine site tiered support needs and assists with IST and Behavior Support Plan Development.
- Collaborates with program specialists, psychologists, coordinators, general education and paraprofessional staff and other district staff.
- Prepares reports and recommendations to the administration on policy, curriculum, and legally required data. Assists in maintaining compliance of programs with state and federal laws.
- Other duties as assigned.

PHYSICAL REQUIREMENTS

Significant physical abilities include standing and walking for extended periods, lifting/carrying, crouching, reaching/handling/feeling, talking/hearing, near and far visual acuity/depth perception/accommodation/color vision/field of vision.

OTHER REQUIREMENTS

TB test clearance; Department of Justice fingerprint clearance.