

## REDLANDS UNIFIED SCHOOL DISTRICT

### JOB DESCRIPTION

#### TITLE

Coordinator I, Special Services

#### QUALIFICATIONS

CREDENTIAL:	Pupil Personnel Services Credential, Administrative Services Credential, and Appropriate California Credential
EDUCATION:	M.A. or M.S.
EXPERIENCE:	Three years or more of successful experience as a teacher or school psychologist and administrative experience.
PERSONAL QUALIFICATIONS:	Character, personality, and proper social capability to relate effectively with staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.

#### BRIEF DESCRIPTION OF POSITION

Under the direction and supervision of the Director, Special Services, the Coordinator assists in the planning, organization, management, direction, and implementation of programs for general education students and students with special needs to include alternative education, discipline procedures, counseling services, compliance with laws, codes and regulations related to Special Education, evaluates assigned personnel, and performs related work as required.

#### DUTIES AND RESPONSIBILITIES

As assessed by the supervisor, the outcomes of the Coordinator, Special Services' job performance will be as follows:

1. Supervises counseling (pre-referral and intervention) services; facilitates mental health assessment and counseling support to students and families.
2. Provides direct oversight of the development and implementation of alternative programs for students with special needs.
3. Coordinates and facilitates the development and implementation of alternative programs for students with special needs.
4. Coordinates and facilitates the development of cooperative efforts between schools and other community agencies in providing services to students.
5. Develops and facilitates guidance support for students identified with special needs to include prevention, problem solving, and debriefing problems with adults and other students.
6. Attends and facilitates IEPs for students with behavior plans, counseling issues and referrals for Mental Health Services.

7. Provides IEP follow-up to students identified as needing pre-referral services.
8. Works with non-public schools to provide follow-up and support for students identified as needing counseling services. Facilitates enrollment of students in programs and their return to District programs.
9. Serves as a liaison to the District psychologists.
10. Provides support to sites in the area of behavioral and counseling issues. Assists site with student discipline, complaint issues arising around those issues, coordinating manifestation determination meetings, positive behaviors support planning, etc.
11. Develops and coordinates parent training and support to families of students with behavior issues.
12. Acts as the Crisis Intervention Support Team Leader.
13. Supervises and evaluates assigned staff.
14. Serves as a leader and general resource to secondary programs in the areas of student discipline, IEP development, alternative programs, program implementation, special education laws and compliance.
15. Provides direct supervision, guidance, expertise and facilitates implementation for Emotionally Disturbed programs in the District.
16. Establishes significant annual goals, objectives, and indicators of attainment.
17. Gathers appropriate data in support of the status of annual goals, objectives, and indicators of job attainment elements.
18. Performs such tasks and assumes such responsibilities as may be assigned by the supervisor.

10/05