

CLASS TITLE: COORDINATOR, EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS)/SECONDARY SPECIAL EDUCATION

WORK YEAR: 221 Work Days

REPORTS TO: Director of Mental Health and Psychological Services

BASIC FUNCTION:

Under the direction of the Director of Mental Health and Psychological Services, assist the Director of SELPA and Director of Mental Health and Psychological Services in all related aspects of program operation and SELPA related activities and Educationally Related Mental Health Services (ERMHS) activities. Participate in the formulation, development and administration of District policies and procedures relating to Special Education programs, and Educationally Related Mental Health Services (ERMHS); direct one or more of the subsections of the District's special education curricula; observe, consult with and assist Program Specialists, Student Advisors, Psychologists, Counselors and other certificated staff, and designated instruction and services providers; oversee the development of the assigned programs; provide assistance to site level administrators as needed.

REPRESENTATIVE DUTIES:

- Acquire and disseminate information of innovative methods/techniques through direct services to individuals or in-service to groups.
- Assist in identification of available resources in the community and the State for assigned area of exceptionality.
- Participate in development of Special Education Staff Development Plan and provide in-services to special education staff, parents, and related personnel.
- Attend conferences, workshops, and in-service training sessions pertaining to areas of responsibility as required/approved.
- Participate with other special education personnel in the in-service training of regular education and other District staff.
- Oversee the daily functions and duties of Middle and High School Student Advisors as well as Program Specialists.

- Participate on regional committees and collaborate with regional SELPA's in special education activities.
- Provide information and leadership regarding legal compliance and special education eligibility requirements.
- Observe, supervise, train, consult with and assist psychologists, student advisors, teaching staff and Program Specialists in the development and implementation of IEPs for students with disabilities.
- Serve as administrator or as member of the IEP Team as needed; provide information to IEP Team regarding assessment processes and resources available for pupils.
- Assist in the focused efforts designed to monitor progress and placement activities of students. Consult with parents, teachers, administrators, and outside agency personnel.
- Serve as member of Special Education Management Team.
- Evaluate special education personnel as assigned.
- Serve as consultant to schools, parents and other personnel regarding various Special Education concerns.
- Facilitate integration of special education students to regular campuses and into the community as indicated by Least Restrictive Environment Plan.
- Assist in the development and implementation of the vocational education and transition program for special education students.
- Participate in development of Special Education Local Plan.
- Assists the District administrator in the preparation and implementation of the Coordinated Compliance Review (CCR), Office of Civil Rights complaints/reports, and the State Special Education Self-Review.
- Assists in the implementation and facilitating of Informal Dispute Resolution (IDR).
- Under the direction of the Director of Mental Health and Psychological Services provides advice and assistance with crisis response, risk assessments, and threat assessments.
- Plan, organize and conduct comprehensive professional development and training for teachers, administrators, specialists and parents.
- Evaluate and analyze complex problems, issues and concerns, recommend appropriate alternative solutions, and make effective and timely decisions

- Assists in the planning, coordination and supervision of the program activities of the psychological services department including but not limited to assessment, counseling and related services, behavior intervention; crisis response, consultation and collaboration
- Assists in the planning, organization and implementation of counseling services protocol for the school age populations in the educational setting
- Assists in collaboration with school sites regarding school-wide social-emotional initiatives including bullying, suicide prevention/intervention, drug prevention, etc...
- Assists in providing oversight for coordination, support and monitor programs providing counseling for individuals, groups, and parents as it relates to Educationally-Related Mental Health Services
- Assists in promoting collaboration between all counseling and mental health services provided throughout RUSD to ensure effective student social-emotional support teams at each school site
- Supports in the supervision, monitoring and evaluating the assessment and counseling services provided by special education counseling and contracted counseling staff
- Supports in supervising mental health providers and counselors regarding individual case progress for compliance, quality control, and for opportunities to transition services to a less restrictive setting whenever possible
- Provide ongoing guidance to mental health and counseling staff and advise IEP teams regarding district policies, legal compliance, changes in laws governing the practice of mental health/counseling and best practices in the field of mental health and counseling
- Attend training to keep current on special education law, research based interventions, and best practice
- Provides administrative leadership in the design, implementation and maintenance of effective and appropriate secondary special education programs and services based on research proven best practices, and establishes program evaluation and review systems
- Monitors and evaluates the efficiency and effectiveness of services, delivery methods and procedures; assesses and monitors administrative and support systems and internal reporting relationships; identifies opportunities for improvement; directs implementation of changes; and monitors compliance

- Assists in determining and monitoring out of district placements for students placed in Non-Public School and Residential Treatment Centers including traveling to RTCs in order to coordinate and oversee student services.
- Other duties as assigned

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree and appropriate teaching, counseling and/or administrative experience. Counseling and special education experience preferred. Demonstrated knowledge of special education programs, requirements and procedures and demonstrated ability to work well with staff, pupils, parents, and teachers.

LICENSES AND OTHER REQUIREMENTS:

Possession of valid California Administrative Credential and either a School Psychologist or School Counseling Credential Pupil Personnel Services Credential.

PHYSICAL

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

MENTAL:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.

ENVIRONMENT:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations.

WORKING CONDITIONS:

- Office environment
- Demanding time lines
- Subject to frequent interruptions and contact with other employees