

VENTURA COUNTY OFFICE OF EDUCATION

CLASS TITLE: Special Education Local Plan Area (SELPA), Program Specialist – RPC (Residential Placement Consultant)

BASIC FUNCTION:

Under the supervision of the Executive Director, assists Special Education Local Plan Area (SELPA) districts in locating and providing Residential Treatment Services to students with Intensive Social/Emotional and/or behavioral needs who require out of home placement to benefit from their Special Education program. Works with district Special Education administrators and Individualized Education Program (IEP) teams to determine student needs for residential placement. Assists district administrators in locating an appropriate residential facility to address the student's needs, and development of required referral paperwork, including contracts. Independently monitors student placement through ongoing contact with the facility, including onsite visitations with the staff and student on an ongoing basis, in any location within the United States. Provides indirect services to students with social/emotional and/or behavioral needs including social work services, collaboration, and case management in collaboration with placing districts. Assists in developing contractual relationships with residential facilities, including Group Homes. Assists with monitoring of program quality. Maintains positive working relationships with staff of all SELPA school districts and Residential Treatment Facilities and Group Homes.

The RPC is responsible for helping coordinate and implement the continuum of services offered through SELPA programs and services. They take ownership of their responsibilities, demonstrate the ability to work autonomously, and proactively seek solutions without constant supervision. They will be resourceful, capable of managing their workload independently, and comfortable initiating and making decisions that contribute to the overall success of the teams. SELPA fosters a culture of empowerment, where individuals are encouraged to take the lead and highlight their expertise, contributing to the achievement of both student and team goals.

ESSENTIAL / REPRESENTATIVE DUTIES:

In collaboration with SELPA leadership and partner agencies, support LEAs (Local Educational Agencies) in improvement efforts and provide support within and outside the facilities and districts to improve outcomes for students with disabilities.

Provides consultation to staff who are in the process of conducting a residential assessment.

Consult with IEP team members to analyze data regarding services and outcomes to determine the need for residential placement to address student's Special Education needs.

Consult with parents, teachers, administrators, VCBH and other outside agency personnel with IEP team to identify lesser restrictive options which may be considered for the student in lieu of residential placement.

Assist district administrator in identifying an appropriate residential facility to address student's needs and which is efficient in use of district resources.

Assist district administrator in development of required paperwork to enroll student in the program.

Assist district administrator in development of required contracts.

Consult with family and student in preparation for placement in residential facility.

Consult with family and district to arrange for transportation to the residential facility.

Consult with residential facility to develop an IEP with clear goals for return to home.

Consult with residential facility to provide regular progress reports to district and family regarding progress toward behaviors which necessitated the residential placement.

Initiate and maintain regular contact with residential facilities to communicate with family and district regarding student, including regular phone contact.

Conduct an onsite visit to a residential facility no less than once every four months, to include interviews with residential facility staff and students.

Provide monthly written reports to district regarding contact with residential facility and student's status.

Organize schedules to provide effective monitoring of students.

Perform clerical duties such as typing reports and IEP data.

Operate a variety of office equipment such as microcomputers, copiers, and mobile phones.

Ability to travel by car and airplane to various locations in the United States on an ongoing basis.

Ability to communicate by teleconference or video teleconference.

Other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Special Education laws and regulations and related codes;
Legal responsibilities of a California Special Education Local Plan Area;
California and United States Special Education laws and regulations and related codes;
Effective evidence-based instructional techniques and strategies for students with disabilities;
Behavior intervention methodology including positive behavior intervention strategies;
Effective evidence-based social-emotional/therapeutic school-based intervention and services
Philosophy and principles of Positive Behavior Support and Applied Behavior Analysis California regulations for behavior interventions for Special Education students (CCR Title 3051.23);
Federal regulations for behavior interventions for Special Education students [CFR 300.520 (b) and (c)];
Non-violent crisis intervention techniques;
Techniques for individual and group counseling for social/emotional issues;
Therapeutic interventions for social/emotional needs including Evidence Based Practices;

Legal responsibilities of a California Special Education Local Plan Area;
Individualized Education Program (IEP) process and law;
Continuum of program options for serving students in the least restrictive environment to address student needs;
Data collection and record-keeping techniques;
Contract development;
Technical aspects of field of specialty;
Common office clerical terminology, skills, and practices;
Record-keeping techniques, filing systems and information management;
Advanced skill in data management and analysis;
Interpersonal skills using tact, patience, and courtesy;
Word processing, database, graphics, and other software applications used by the department or VCOE;
Telephone techniques and etiquette;
Oral and written communication skills;
Basic research methods; and
Principles of training and providing work direction.

ABILITY TO:

Provide consultation and direct services to school district staff and families;
Collect and analyze data in a variety of settings and ways;
Monitor and evaluate student progress;
Perform clerical duties related to assessment and reporting;
Provide counseling to special education students with emotional disabilities;
Operate a car regularly and frequently between appointments;
Travel independently by airplane and other forms of public transportation to include train, bus and shuttle bus;
Operate standard office equipment;
Communicate effectively both orally and in writing;
Establish and maintain cooperative and effective working relationships with school and facility staff and families;
Maintain routine records;
Read, interpret, apply, and explain rules, regulations and procedures;
Plan and organize workload.
Maintain current knowledge of program rules, regulations, requirements, and restrictions;
Facilitate meetings effectively;
Work with groups of people with divergent viewpoints and resolve conflicts to achieve consensus;
Collaborate harmoniously and effectively with administrators, staff members, families, and community members;
Demonstrate highest standards of integrity, honesty, ethics, confidentiality, and professionalism;
Stay abreast of current trends, innovations, and practices in education, particularly for students with disabilities;
Analyze situations accurately and adopt an effective course of action;
Prioritize and schedule work to meet timelines;
Work independently with little direction;
Prepare comprehensive narrative and statistical reports;

Utilize technology for the administration of budgets and reports, communicate effectively and present materials and information to others;
Learn software and programs used by VCOE;
Understand and resolve issues, complaints or problems;
Use proper English and make arithmetic calculations rapidly and accurately;
Communicate effectively both orally and in writing;
Compose correspondence and written materials independently;
Plan and organize work;
Understand and follow oral and written directions;
Establish and maintain cooperative and effective working relationships with others;
Perform duties effectively with interruptions;
Operate office machines, including computer equipment and specified software;
Work independently and confidentially with discretion;
Prepare and deliver oral presentations effectively and adapt to audience needs; and
Remain independent, neutral, and impartial while helping parents with issues and questions.

EDUCATION AND EXPERIENCE:

Must have a bachelor's degree and one of the licenses below;
Must be qualified to develop Behavior Intervention in the schools; and
Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis interventions.
Experience in a school setting, residential settings and/or within social services implementing Social/Emotional Services preferred.

LICENSES AND OTHER REQUIREMENTS:

One of the following:

- 1) License as a Marriage, Family, Child Counselor or Marriage and Family Therapist issued by a licensing agency within the Department of Consumer Affairs;
- 2) License as a Clinical Social Worker issued by the licensing agency within the Department of Consumer Affairs; or
- 3) License as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or
- 4) License as a Psychologist issued by a licensing agency within the Department of Consumer Affairs.

Requires a valid California driver's license.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 40 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces. Employees in this classification are to be able to travel country and county-wide to a variety of sites within a reasonable

period; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. This position is subject to:

Travel to residential placement facilities around the United States;

Interacting with students in residential, classroom or playground settings, which may include inside and outside environmental conditions;

Working with families and students in the home; and

Standard office facilities for meetings.

Hazard

Exposure to community members, students, parents, and personnel who may become disorderly. Exposure to students who may become hostile, disorderly, or exhibit physically aggressive behavior.

Should an applicant require reasonable accommodation, the Ventura County of Education will consider that upon request.

SUPERINTENDENT POLICY NO. 4030

VCOE shall not unlawfully discriminate against or tolerate the harassment of employees or job applicants on the basis of their sex, race, color, religious creed, national origin, ancestry, age over 40, marital status, pregnancy, physical or mental disability, medical condition, Vietnam era veteran status, or actual or perceived sexual orientation. Equal employment opportunity shall be provided to all employees and applicants. Physically or mentally disabled employees or applicants may request reasonable accommodation. All employees are expected to carry out their responsibilities in a manner that is free from discriminatory statements or conduct. Employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.