CLASS TITLE: RESIDENTIAL PLACEMENT CONSULTANT

BASIC FUNCTION:
Under the supervision of the Assistant Superintendent, assists 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 in order to benefit from their Special Education program. Works with district Special Education administrators and 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. 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. Assists SELPA Assistant Superintendent 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.

REPRESENTATIVE DUTIES:
- Work with IEP team members to analyze data regarding services and outcomes to determine need for residential placement in order to address student’s Special Education needs; 
- Work 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; 
- Work with family and student in preparation for placement in residential facility; 
- Work with family and district to arrange for transportation to the residential facility; 
- Work with residential facility to develop an IEP with clear goals for return to home; 
- Work with residential facility to provide regular progress reports to district and family regarding progress toward behaviors which necessitated the residential placement; 
- Maintain regular contact with residential facility to communicate with family and district regarding student, including regular phone contact; 

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Conduct onsite visit to residential facility no less than once every four months, to include interview with residential facility staff and student; E

Provide monthly written reports to district regarding contact with residential facility and student’s status; E

Organize schedule to provide effective monitoring of students; E

Perform clerical duties such as typing reports and IEP data; E

Operate a variety of office equipment such as microcomputer, copier, and mobile phone; E

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

Ability to communicate by teleconference or video teleconference; E

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**
- 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;
- IEP (Individualized Education Program) 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; and
- Correct English usage, grammar, spelling, punctuation and vocabulary.

**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;
Work independently with little direction; and
Plan and organize workload.

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 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) Credential as a School Psychologist.

Valid California Driver’s License.

WORKING CONDITIONS:
ENVIRONMENT:
Subject to travel to residential placement facilities around the United States;
Subject to interacting with students in residential, classroom or playground settings, which may include inside and outside environmental conditions;
Subject to working with families and students in the home; and
Subject to standard office facilities for meetings.

HAZARDS:
Exposure to students who may become hostile, disorderly, or exhibit physically aggressive behavior.

TIME:
Requires flexibility in working hours to be able to travel to locations in and out of state on a regular basis as needed; and
May meet with families outside of regular working hours.

PHYSICAL ABILITY:
Hearing and speaking to exchange information and make presentations;
Dexterity of hands and fingers to operate office equipment;
Carrying, pushing or lifting classroom equipment and supplies;
Bending at the waist;
Lifting objects weighing up to 40 pounds;
Reaching overhead, above the shoulders and horizontally to store equipment;
Moving around airports, train stations, and other public facilities;
Moving around a classroom or playground environment freely and independently enough to
observe children naturally and unobtrusively; and
Seeing to observe students in classroom activities.

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