

UNION SCHOOL DISTRICT

CLASS TITLE: MANAGER, STUDENT SUPPORT SERVICES

BASIC FUNCTION:

Under the direction of the Director of Special Education and Student Services or designee, the Manager, Student Support Services is responsible for the coordination, management, implementation, and evaluation of the District's behavior and discipline programs including intervention and student support services.

ESSENTIAL DUTIES:

Manage district wide behavior support services and Positive Behavior Intervention Supports (PBIS).

Manage curriculum development activities based on behavioral principles to align with Individualized Education Program (IEP) goals.

Supervise, train, and evaluate behavior support staff, as assigned.

Provide coaching and support to teachers, instructional services staff, and administrators on classroom management and behavior support strategies.

Develop and conduct in-service training for administrators, teachers, and instructional assistants.

Develop, model, and oversee lesson plans to teach replacement skills.

Develop student behavioral reinforcement systems.

Collaborate with District staff to align practices with IEP behavioral goals.

Collaborate with local agencies to ensure continuity of services.

Conduct functional analysis assessments, district wide behavioral services needs assessments, and initial behavioral assessments including preschool initial special education assessments.

Collect and analyze data on rates of inappropriate behaviors, skills, and effectiveness of interventions.

Write, train, and oversee the implementation of behavior intervention plans; review the behavior intervention plans written by others.

Assist in assigning students to programs based on relevant guidelines as needed.

Identify and develop materials helpful in curriculum implementation and instructional program improvement regarding best practices for students with special needs.

Participate in recruitment, interviewing, and selection of special education staff, including behaviorists and behavior technicians.

Develop and monitor program costs.

Maintain appropriate staffing ratios for programs and services.

Maintain knowledge of current developments in the field of special education, applied behavior analysis, and autism.

Attend IEP and other related meetings.

Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge and experience pertaining to behavior management systems and working with collaborative teams;

Character, personality, and social interaction skills for working effectively with diverse staff, students, parents and the community;

Understand and work effectively with people from different cultures;

Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional disturbance and moderate/severe disabilities;

Demonstrate leadership skills;

Demonstrate knowledge of special education funding sources, constraints, and impact. Build strong, positive professional relationships through clear communication and follow through;

Expertise in accommodation and individualization of curriculum and instruction;

Maintain knowledge of regulations, laws, state and federal mandates related to special education and student services;

Analyze situations, identify options, project consequences for proposed actions, and implement and evaluate recommendations;

Excellent written and oral communication;

Work independently to produce reports, organize projects, and compile data;

Perform independent research; and

Ability to evaluate staff.

EDUCATION AND EXPERIENCE:

Master's Degree in Psychology, Education, or a closely related field and Board Certified Behavior Analyst (BCBA) certification highly desired. Five (5) or more years of experience in the behavioral field working with students in special education, their families and school staff, and supervising behaviorally based programs and staff. In depth knowledge of Applied Behavior Analysis (ABA) and Discrete Trial training.

LICENSING AND CERTIFICATION:

As required by law.

Personal Characteristics:

The District is seeking a candidate who is sensitive to diverse viewpoints and experiences; who has the ability to inspire trust, confidence and enthusiasm, and is willing to take risks to achieve administrative excellence; who has strong verbal and written communication skills using standard English language conventions required; who has IEP facilitation experience and training in conflict resolution or alternative dispute resolution desired; who has a sense of humor; who has exemplified the highest professional and ethical standards and behavior; and one who is a consensus-builder and team player; staff professional development planning and facilitation experience preferred.

WORKING CONDITIONS:

Environment:

Work collaboratively with all District Office departments and school site personnel.
Indoor work environment with high noise and distraction levels;
Driving a vehicle to conduct work at other sites.

Physical Demands:

Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines;
Ability to conduct a verbal conversation and/or training in English and, possibly, a designated language;
Hear normal range verbal conversation (approximately 60 decibels);
Sit, stand, stoop, kneel, bend and walk;
Sit for sustained periods of time;
Lift up to 5 or more pounds;
Carry up to 5 or more pounds;
Exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion;
Operate office machines and equipment in a safe and effective manner;
Demonstrate manual dexterity necessary to operate computer keyboard at the required speed and accuracy; and
Conduct frequent repetitive arm, hand and body motion.

Disaster Service Worker

CA Government Code 3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.