



Trinity County Office of Education

Sarah E. Supahan

Trinity County
Superintendent of Schools

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TRINITY COUNTY OFFICE OF EDUCATION

POSITION: Director of Special Programs

SALARY/CALENDAR: Certificated – 215 day Salary Schedule

REPORTS TO: Assistant Superintendent of Special Education

APPLICANTS MUST BE ABLE TO PASS A PHYSICAL ASSESSMENT. IN COMPLIANCE WITH A.B. 1610, THE TRINITY COUNTY OFFICE OF EDUCATION CANNOT EMPLOY YOU UNTIL YOU HAVE RECEIVED CLEARANCE FROM THE DEPARTMENT OF JUSTICE (DOJ) AND THE FEDERAL BUREAU OF INVESTIGATION (FBI).

PRIMARY FUNCTION:

The Director of Special Programs will be responsible for the supervision of mental health staff (including but not limited to mental health clinicians, technicians, and behavioral support staff) as well as alternative schools and programs (RISE Academy). Supervision includes the oversight of staff within the program(s) as well as coaching and modeling specific strategies and techniques as it relates to social emotional learning and mental health. Strategies and techniques must be aligned with the practices and outcomes identified in the supporting grants (SBHIP, MHSA, MTSS, CalHOPE, etc.).

ESSENTIAL DUTIES:

The scope of responsibility, duties, and functions of the Director of Special Programs shall include, but not be limited to, the following:

1. Assist in implementing required Educationally Relevant Mental Health Service (ERMHS) programs and support services. This includes coaching staff, modeling specific techniques, and professional development.
2. Planning, developing, scheduling, monitoring, and evaluating assigned grant programs and services.
3. Collaborate with the SELPA Project Manager to plan, develop, and submit program plans and reports on a timely basis.
4. Collaborate with the SELPA Project Manager to establish funding priorities and manage grant(s) cycle.
5. Collaborate with the SELPA Project Manager to communicate and coordinate activities with other district departments, district personnel, interagency and community agencies, advisory committees, and the public.
6. Develop accurate, comprehensive and up-to-date program evaluation materials. Prepare and provide informational materials to the public

7. Assist school staff in the development, implementation, and evaluation of the school site programs.
8. Develop and update the school handbook and communicate it with staff, students, and parents.
9. Develop and update a progressive school discipline system based upon restorative and rehabilitative practices.
10. Provide feedback and supervise all school staff.
11. Ensure all school reports are completed the following list is not all-inclusive and is just a sampling of required reports:
 - a. Attendance reports
 - b. Facilities Inspection Tool (FIT)
 - c. Discipline logs and reports
 - d. School Safety Plan
 - e. School Advisory Council
 - f. School Accountability Report Card
 - g. LCAP & Local Indicators
12. Complete the school-related LCAP goals and actions for the TCOE LCAP.
13. Operate our school advisory committee and ensure it includes key stakeholders from our community:
 1. Students
 2. Parents
 3. Partner agencies
 4. RISE School Staff
 5. Trinity Alps and Mountain Valley School District Staff
14. Oversee the RISE intake and exit processes.
15. Assist local Student Study Teams on a consultant basis to review student referrals.
16. Assist in the evaluation of program effectiveness.
17. Attend Board of Education meetings as requested.
18. Perform other related duties assigned by the SELPA Director.
19. Coordinate the Community Schools Partnership Program (CSPP) Planning Grant
20. Conduct and report on the CSPP needs assessment
21. Collaborate with multiple district's leadership in the development of a comprehensive plan for how to move forward with a CSPP model.
22. Write and submit the Community Schools Implementation Grant by June of 2024.

KNOWLEDGE AND ABILITIES:

1. Work with designated student population (students with disabilities, general education students, school staff, parents, etc.).
2. Work cooperatively with other staff to implement and support communication activities across different settings.
3. Facilitate behavior management in children.
4. Manage required documentation.
5. Knowledge of principles of organization and management.

6. Knowledge of laws, rules, and regulations governing ERMHS grants and funding streams.
7. Ability to speak and write effectively.

EDUCATION AND EXPERIENCE:

1. Possession of a valid Administrative Services Credential.
2. Successful experience in multiple classroom settings (includes but is not limited to special education, general education, alternative schools, etc.).
3. Experience providing in-person coaching and leading professional development trainings.
4. Experience with developing and implementing programs for K-12 students.
5. Experience coordinating or managing a program or department.
6. Experience supervising, directing, and evaluating the work of subordinates.
7. Experience successfully working with diverse populations.
8. Experience in successful grant writing.
9. Experience managing a grant-funded project.

PREFERRED EXPERIENCE:

1. Working in the mental health field.
2. With trauma-informed and restorative practices.
3. Working in an alternative school setting.

WORKING CONDITIONS:

Characteristics described here represent what an employee encounters while performing the essential functions of this job:

1. Office environment / School environment
2. Constant interruptions
3. Moderate noise level

PHYSICAL DEMANDS:

1. Persons performing service in this position classification will exert 10 – 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
2. This type of work involves sitting most of the time, but may involve running, walking or standing for brief periods.
3. Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.
4. Sitting extended periods of time looking at a computer screen and typing.

AMERICANS WITH DISABILITIES ACT ASSISTANCE

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

NOTE: Arrangements may be made to accommodate applicants with disabilities. For arrangements, please inform the Business Office in writing or by telephone by the filing deadline posted on the bulletin.