



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

**Program Specialist, Alternative Education
Attendance and Behavior Intervention**

**Class Code: 1546
Work Days: 225**

GENERAL PURPOSE

Assist with the management, supervision, and coordination of activities and operations of assigned school site(s) related to attendance and positive school climate. Consult with and assist staff in Alternative Education to conduct training, coordinate curricular resources, and evaluate effectiveness of programs for students who receive educational services in the program; participate in staff and program development related to the special methods and approaches of providing educational services within the program; and provide responsible and complex staff assistance as required.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. Provide direct supervision over professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Assist program staff with the implementation of the ACCESS Truancy Response Program; analyze and review attendance reports with teaching staff to ensure interventions are being implemented and recorded.
 3. Develop, maintain, and publicize a schedule of programs and activities offered at the school to encourage school attendance.
 4. Support site administrators and staff with positive behavior interventions; develop and implement student mediation/conflict resolution programs; participate in parent conferences to resolve discipline, attendance and truancy matters.
 5. Enter student data into the Student Information System as it pertains to attendance interventions, contact log, student notification letters, Student Attendance Review Board (SARB) contract and other related attendance concerns.
 6. Coordinate with outside agencies, school districts, and community agencies. Represent Alternative Education and OCDE at conferences and meetings as needed.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

7. Coordinate and facilitate SARB hearings, monitor student progress and provide updates to administration and staff.
8. Plan and exchange information with other professionals within the instructional area; acquire and deliver effective services within the program.
9. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
10. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
11. Plan, prioritize, assign, and review the work of staff; prepare work schedules for appropriate staff.
12. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
13. Respond to questions, inquires, and complaints from parents, students, teachers, and officials from other school districts and outside agencies.
14. Demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, and activities of the Alternative Education program.
2. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
3. Knowledge of and experience with ACCESS Truancy Response Program, Education Codes pertaining to student attendance, and safety procedures.
4. Knowledge of positive and behavioral interventions and supports (PBIS).
5. Procedures, methods, and techniques of project and workflow management and organization.
6. Recent developments, current literature, and sources of information related to planning, administration and positive behavior interventions.
7. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional, technical and/or clerical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.

Ability and Skill to (cont.):

3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Establish and maintain effective working relationships with various constituencies.
5. Interpret and explain laws, codes, contracts, policies, and procedures.
6. Develop and present professional development activities/trainings.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in education and three years of educational experience including at least one year of experience working with alternative education or related programs.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing service in a public school program.

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 25 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 countywide to a variety of sites within a reasonable time frame; 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

7/98; Revised 7/2018