



RIALTO UNIFIED SCHOOL DISTRICT

DIRECTOR OF CATEGORICAL AND SPECIAL PROGRAMS

Management Job Description

DEFINITION

Under the direction of the Associate Superintendent(s) of Instruction, provide direction and coordination in the development and implementation of Categorical Programs. Responsible for managing District reimbursable programs involving County, State, and Federal agencies. Also responsible for managing and directing the Attendance Recovery Program (Step-Up), the Medi-Cal Administrative Assistance (MAA) program, and District activities involving students and parents; serves as a resource to District personnel and supervises school sites as directed.

ESSENTIAL DUTIES

- Attends bi-monthly meetings regarding current trends and mandates in the operation of county, state, and federal reimbursable programs.
- District Consolidated Applications Part I and II: completes and coordinates collection of information to meet CDE deadlines
- Title I Programs – Determine annual ranking of Title I schools, assist schools with implementing Title I programs (School wide or Targeted Assistance), Title I program budget development and monitoring, calculate site allocations; coordinate District Advisory Committee meetings, PI Supplemental Education Services – parent letter and applications; provider contracts and invoices, private schools consultations and budgets, parental involvement monitoring, Single Plan for Student Achievement, provided technical assistance to Program Improvement Year 1 school.
- Annual Evaluation of Consolidated Programs: develop and collect.
- Coordinates program quality and compliance reviews.
- Single Plan for Student Achievement: (PI schools).
- Compliance Monitoring: Program and Fiscal.
- Time Accountability Logs: develop logs and monitor implementations.
- Categorical Trainings for Categorical Administrators, Paraprofessionals, Project Clerks.
- Confers with, counsels, and advises site administrators and instructional personnel in site planning and development of Title I and Title II program involvement.
- Gather required data; prepare accurate reports, and monitors program compliance with all applicable regulations for federally funded Title I and Title II programs.
- Title II, Part A: District program budget development, private school services, needs assessment, staff development, Highly Qualified Teachers, Professional NCLB criteria in, PTAP.
- Title V: District program budget development, private schools' allocations, Renaissance Contract.
- Hourly/Supplemental Programs.
- School Improvement Program: District and site allocations, annual evaluation, SSC information to schools.
- Serves as a resource to District personnel pertaining to the organization, development, and preparation of special funded sources.
- Reviews, investigates, and offers recommendations pertaining to the requisition and purchase of special project materials and equipment.
- Processing of requisitions, Personnel Services Requests, Requests for new positions, time cards, budget transfers, other requests.
- Attend categorical trainings: ACPA (county), CAASFEP, CISI Budget (Fall and Spring).
- Directs planning, preparation, training, and implementation of District-wide Attendance Recovery Program (Step-Up).
- Prepares reports for County, State, and Federal Government in regards to Attendance, Medical Administrative Activities (MAA), Local Education Agency, and Mandated Cost.
- Assist teachers and administrators in the development and delivery of the Attendance Recovery Program (Step-Up).
- Reviews and offers recommendations for the Attendance Recovery Program pertaining to the requisition and purchase of materials and equipment.
- Prepares reports and monitors Random Moment in Time Surveys/MAA.
- Program Activity Reports (PAR. Develop logs and monitors implementation.
- Attends quarterly meetings regarding current trends and mandates in the operation of all county, state, and federal reimbursable programs.
- Coordinates and attends parent information meetings, District Advisory meetings, and other related meetings.
- Meet with LEA committee to inform and gather input for LEA Budget expenditures.
- Prepares budget and disseminates Title I and Parent Involvement funding to appropriate schools.
- Coordinate and facilitate parent Supplemental Education Services (SES) program meetings.

ESSENTIAL DUTIES – continued:

- Coordinate and facilitate provider meetings for Supplemental Education Services (SES) program.
- Monitor requisitions and purchases of material and equipment for Title I.
- Supervise and evaluate classified and certificated staff.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of: State and federal categorical program regulations and guidelines.

Ability to: Perform at a high level of competence in positions of leadership and responsibility.

EXPERIENCE AND EDUCATION**Experience:**

- Minimum of one (1) year experience with a variety of state and federal categorical program regulations guidelines, including English Learner Programs
- Fingerprints on file as required by State Law
- TB Skin Test as required by State Law

Education:

- Possession of a valid California teaching credential and a valid California administrative credential;
- Possession of EL authorization or equivalent;
- Possession of a Master's Degree from an accredited college or university;
- Completion of at least four (4) years of successful teaching and/or Administrative Service with a minimum of two (2) years of administrative work;
- Fingerprints on file as required by State Law;
- TB Skin Test as required by State Law.

PHYSICAL DEMANDS

The physical demands described here 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.

PHYSICAL CLASS:

MODERATE WORK – lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds

WORK AREA REQUIREMENTS:

Ability to traverse campuses and sites of 10 to 40 acres, including construction sites, campuses, fields, and concrete/asphalt areas. Ability to use common school hand tools, computers, telephones, and photocopy machines.

PHYSICAL REQUIREMENTS:

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Fingering: Occasionally

Stooping: Low Kneeling: Low

Lifting: Occasionally

Walking: Constantly

Grasping: Constantly

Carrying: Occasionally

Bending: Frequently

*Driving: Occasionally

Handling: Constantly

Keyboarding: Occasionally

Standing: Occasionally

Sitting: Occasionally

Reaching: Occasionally

Push/Pull: Occasionally

***Possession of a current California Driver's license, a D.V. printout and the ability to be covered by the company auto insurance is required.**

FREQUENT MOTION:

Twisting:

Wrist flexion:

Reaching above shoulder level:

Forward shoulder/neck flexion:

Low

Frequently

Occasionally

Occasionally - 3 hours per day

Elbow flexion/extension: Frequently

Reaching to shoulder level: Occasionally

Reaching below shoulder level: Frequently

SENSORY REQUIREMENTS:

Ability to see: Constantly

Ability to talk: Constantly

Ability to touch: Constantly

Ability to hear: Constantly

Ability to smell: Constantly

THIS JOB REQUIRES:

Alertness: Constantly

Recall of names and dates: Constantly

Ability to work in temperatures down to 30 degrees and up to 105 degrees.

Attention to detail: Constantly

The use of two hands: Constantly

MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS:

Heat: Has own controls

Humidity: Occasionally

Floor may be slippery at times: Yes - Tiles areas

Working in close quarters with others: Yes, all the time

Working inside: 95% of the day

Noise: Yes

Moisture: Occasionally

Odor: Yes

Fluorescent lights: Yes

Working outside: 5% of the day

ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS:

Team work: Constantly

Repetitive Tasks: Yes, signature

Flexible: Yes

Dealing with angry teachers, students and parents: Moderate

Frustration: Moderate-depends on time of year

Level of responsibility: High

Must keep up with schedule: High

Able to work overtime as needed: Yes

PHYSIOLOGIC FACTORS:

Must maintain a high level of consciousness: Yes

Ability to read at 12th grade level: Yes

Able to keep up a high activity level during the shift: Yes

Orientation to time, place or person: Yes

Ability to comprehend and follow directions: Yes