



Lompoc Unified School District
1301 N A Street
Lompoc, CA 93436
Phone: 805.742.3300
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Title: Coordinator, Special Education

Reports to: Director, Special Education and Auxiliary Services

Work Year: 208 days

Benefits: Eligible to participate in district medical, dental and vision insurance.

Purpose of Position: Under the direction and supervision of the Director of Special Education and Auxiliary Services, ensures compliance to established policies, procedures and/or regulations; addresses other duties and processes required to maintain the District's program of services.

Employment Status: 1.0 Full Time Equivalent

Essential Functions

- Collaborates with others (e.g. district superintendent, teachers, building principals, other professional staff, parent groups, community organizations, and public agencies) for the purpose of improving, implementing and maintaining services in accordance with programmatic and regulatory requirements.
- Trains and consults with the District's special education/general education staff for the purpose of maintaining existing programs and implementing new services in accordance with established timeframes, professional standards and related requirements.
- Develops long and short range plans in relation to assigned administrative responsibilities under the guidance of the Director of Special Education and Auxiliary Services (e.g. policies, procedures, staffing, materials, equipment, and space requirements) for the purpose of implementing special education programs/services and complying with local, state and federal regulations.
- Directs the implementation of existing and new programs/services through a combination of delegation and personal involvement for the purpose of ensuring new programs/services are provided within established timeframes in conformance with all related requirements.
- Manages assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and district requirements.
- Researches information required to manage assignments (e.g. relevant policies, new federal and state statutory regulations, staffing requirements, and financial resources) for the purpose of developing new programs/services, ensuring program compliance with relevant federal and state requirements, securing general information and/ or responding to requests.

Non-Essential Functions

- Facilitates meetings that may frequently involve a range of issues, for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.

- Monitors a variety of administrative processes for the purpose of preparing reports, etc., authorizing financial transactions, ensuring compliance with local, state and federal regulations as related to IEP students with special needs.
- Participates in meetings as required (e.g. workshops, inter/intra-district committees, community and public agencies, seminars, and conferences) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Prepares a wide variety of complex materials (e.g. plans, funding requests, reports analyses, recommendations, and procedures) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of program/services, and policies and procedures) for the purpose of providing general information, training others, implementing actions, etc.
- Responds to inquiries of staff, district personnel, other professional organizations, etc. for the purpose of providing information and/or direction as may be required.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Serves as a resource to district personnel and as a liaison to various agencies (e.g. district committees, interagency boards) for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Assists other special education and regular education personnel as may be required for the purpose of supporting them in the completion of their work activities with special needs students.

Working Conditions and Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

- Use strength to lift items needed to perform the functions of the job not exceeding forty (40) pounds.
- Sit, stand and walk for required periods of time.
- Speak and hear.
- Have the mobility to stand, stoop, reach and bend.
- Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
- Communicate effectively in English, using proper grammar and vocabulary.
- Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.
- Be available to work evenings and weekends and attend periodic meetings and/or travel within and out of the District boundaries.

Environmental Demands:

- Exposure to a variety of childhood and adult diseases and illnesses.
- Occasional exposure to a variety of weather conditions and noise levels.
- Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

Knowledge of:

- Current research on student behavior.
- Special Education processes and legal requirements under the “Individuals with Disability Education Act” (IDEA).
- Theory of adult learning.
- Restorative approaches to student behavior.

Ability to:

- Successfully work in the Special Education Information System (SEIS) along with all other district adopted special education software.
- Support effective teaching strategies.
- Conduct restorative conversations among students and staff.
- Use technology effectively in the areas of content delivery, and professional record keeping and communications.
- Handle multiple projects concurrently and work as a productive team member.
- Maintain composure in fast paced and stressful environments.
- Maintain confidentiality.
- Communicate effectively orally and in writing.

Education, Training and Experience:

- Bachelor’s degree
- Master’s degree (desired)
- Successful experience as an instructional leader at the school and/or district level.
- Five years of highly successful teaching experience.
- Bilingual Spanish speaking and writing skills (preferred).

Licenses and Other Requirements:

Acceptance, enrollment or completion in a state approved administrative services credential program

Possession of EL Authorization

Valid California Mild/Moderate or Moderate/Severe Special Education Credential

Valid California Class C driver license

FLSA Status:

Exempt

Board Approval:

September 13, 2016