

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **PROGRAM SPECIALIST – SPECIAL EDUCATION**
Department: Administrative Office
Reports to: Director of Special Education

SUMMARY:

Under the direction of the Director of Special Education, develops, coordinates and assists in supervising programs for special education students; assists in the development and implementation of district policies and budgets relating to the district program responsibilities; provides leadership in articulating and coordinating the programs through the various district organizational levels; assists site level administrators and/or the Director of Special Education in the evaluation of certificated and classified personnel within the specified program areas.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Assists in the implementation of special education programs at school sites, observations in special education classrooms, evaluations of education plans, and confers with principals, psychologist, and others.
- * Assists in the screening, employment, and evaluation of credentialed and classified special program staffs.
- * Assists in the formulation of district policy and procedures for special education programs necessitated by state and federal laws and Title V guidelines as they relate to individuals with exceptional needs. Orients regular and special education program staff regarding these policies and procedures.
- * Submits reports and recommendations to the administration on policy, curriculum, and legally required data, as requested by the Director of Special Education. Assists in maintaining compliance of district special education programs with state and federal laws.
- * Assists the Director of Special Education in planning budget requirements for special education programs and the approval of appropriate special education and support staff expenditures.
- * Assists in the ongoing development and evaluation of the special education curriculum and ensures access to the core curriculum materials for special education teachers at each school site. Coordinates curricular resources and make them available for personnel who are in need of resources.
- * Assists parents in participating in the special education process including but not limited to identification of child's needs, IEP development and resolution of disputes.
- * Participates as a member of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.
- * Assists special education personnel in developing instructional objectives and techniques for implementing IEP's for individuals with exceptional needs.
- * Assists special education personnel in the development and implementation of transition services for special education students and in developing appropriate and meaningful Individual Transition Plans (ITP) for students 16 years of age or older.
- * Develops, implements, and evaluations in-service training programs for certificated and classified staff, both regular and special education.
- * Assists in the articulation of special education programs among preschool programs, elementary schools, middle schools, and high schools.

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- * Assists in the delivery of support services to individuals with exceptional needs.
 - * Under the guidance of the Director of Special Education, assists site principals in co-chairing IEP meetings as necessary.
 - * Assists the Director of Special Education with the implementation of student placements, including those in non-public schools, private schools, and state schools.
 - * Assists in monitoring special education caseload and class size.
 - * Works with the transportation department relative to the coordination of transporting special education students to appropriate programs.
 - * Assists as liaison to district office, district leadership team, community agencies, state and county schools and services, private schools, State Department of Education/Special Education Division and parent and professional groups in interpretation of district special education programs.
 - * Participates in due process hearings, complaint and compliance investigations and district self-review of compliance.
 - * Monitors the special education services of identified students who are fully included in the regular education classroom, and consults with assigned case managers.
 - * Makes presentations to professional organizations and groups as requested.
 - * Plans and coordinates observations for visitor in special education programs.
 - * Revises and updates current special education teacher handbook and assumes responsibility for ongoing maintenance and evaluation of the special education materials.
 - * Assists in the development of low incidence requests.
 - * Other duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must have knowledge of special education law, SELPA Local Plan, and Title V regulations. Special education eligibility criteria, assessment, and prescriptive techniques, matching learning needs to learning modalities. Basic needs and limitations of students with exceptional needs. Regular education curriculum and programs. Special Education curriculum skills and organizational skills. Conflict resolution, mediation strategies. Ability to provide in-service training activities for professionals and parents. Ability to willingly work additional hours periodically.

EDUCATION and/or EXPERIENCE:

Masters Degree from an accredited institution of higher learning, including specialized training in special education curriculum and instruction. A minimum of three year's practical public school experience as a special education teacher or specialist or as a school psychologist in the education of individuals with exceptional needs.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid California Driver's license, valid Special Education Credential or Pupil Personnel Services Credential, valid California Administration Services Credential.

OTHER SKILLS AND ABILITIES:

Knowledge of office procedures and practices, including filing systems, receptionist and telephone techniques, letter and report writing, and sound bookkeeping procedures; English usage, spelling, grammar and punctuation; ability to operate common office machines including data processing equipment such as computer terminals, printers and word processors. Ability to interpret and apply pertinent school district procedures, policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations; compose routine correspondence independently;

make arithmetical calculations quickly and accurately; process documents using word processing equipment and software; meet the public tactfully and courteously and answer questions correctly;

compile and maintain accurate records and files; understand and carry out oral and written directions; establish and maintain cooperative relationships with those contacted in the course of work, and have strong interpersonal relationship skills.

CONFIDENTIAL/MANAGEMENT STATUS

Cases or confidential district matters are not to be discussed by the coordinator under any circumstances outside of the District office. Infringement of the above policy may result in immediate dismissal.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff, students, colleagues, and other professionals.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed written oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

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 essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand and walk. Occasionally the employee will type for long periods of time. Specific vision abilities required by this job include close vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment includes the district office and school sites.

The noise level in the work environment is usually quiet. The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.