

Coordinator, JCCS Special Education

Purpose Statement

Under administrative direction, the Coordinator, Juvenile Court Community Schools (JCCS) Special Education, is responsible for facilitating and planning various JCCS and countywide activities related to JCCS; coordinating assigned special education program components and related activities; and serving as a resource to districts and others.

Diversity Statement

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for ones actions and the resulting impact.

Essential Functions

- Assists in the development of local policies and procedures across JCCS related to the provision of special education and related services implementing and maintaining services that conform to state and federal law including, but not limited to the special education program implemented in JCCS schools.
- Assists JCCS staff in the identification, selection, and use of instructional materials, curriculum and methodologies, providing supporting materials for direct service delivery to students.
- Collaborates with a variety of groups and/or individuals (e.g. JCCS staff and leadership, districts, court officials, social services nonpublic agencies and schools, etc.) for determining and developing needed materials or services for staff in-service trainings and direct services to students.
- Conducts parent trainings in gaining information and/or discussing needs and problems involving students and their families.
- Coordinates staff development events (e.g. conceptualizing, negotiating vendor and presenter contracts, reserving facilities, etc.) in connecting JCCS staff to meaningful professional development.
- Creates and maintains a variety of manual and electronic files and/or records (e.g. observations, personnel disciplinary actions, remediation plans, MOUs, NPA contracts, etc.) providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Develops training and support materials (e.g. handouts, videos, web-based documents, needs assessments, etc.) providing a variety of presentation mediums for in-service trainings to individual or groups of teachers, administrators, counselors and other school staff.
- Represents Special Education on SDCOE/JCCS committees as assigned and participates in the SELPA Coordinators group.
- Monitors and/or approves staff budgets in accordance with MOUs ensuring expenses are

within budget limits and/or fiscal practices are followed.

- Plans and implements staff development of evidence based strategies in addressing instruction of individuals with exceptional needs.
- Processes, and analyzes compliance and service data from a variety of sources (e.g. SEIS, CALPADS, SYNERGY, etc.) for reporting to the state and monitoring compliance with state and federal laws.
- Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for maintaining knowledge of current laws and regulations pertaining to individuals with exceptional needs.
- Serves as liaison between member districts, JCCS, and other public agencies for coordinating services and ensuring timely services are provided.
- Supervises and evaluates assigned certificated and classified JCCS personnel for the purpose of monitoring performance, providing for professional growth and achieving overall service and program objectives.

Other Functions

- Performs other related duties as assigned by the Executive Director for Special Education Services for the purpose of ensuring the efficient and effective functioning of the JCCS special education program.

Job Requirements: Minimum Qualifications

Knowledge and Abilities

KNOWLEDGE:

Facilitate group discussions;

Analyze situations to define issues and draw conclusions;

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; conflict resolution; stages of child development; behavior interventions, instructional practices and techniques.

ABILITY:

To schedule a significant number of activities, meetings, and/or events; Gather and/or collate data;

Use basic, job-related equipment;

Flexibility is required to independently work with others in a wide variety of circumstances;

Work with data utilizing defined but different processes;

Operate equipment using defined methods;

Ability is also required to work with a significant diversity of individuals and/or groups;

Work with data of widely varied types and/or purposes;

Independent problem solving is required to analyze issues and create action plans;

Problem solving with data frequently requires independent interpretation of guidelines;

Specific ability-based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative

relationships; and working with frequent interruptions.

Working Environment

ENVIRONMENT:

Duties are typically performed in an office setting.

May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires sitting, walking, and standing. This job is performed in a generally clean and healthy environment. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience

Experience: At least five (5) years professional level experience in the field of special education or related field including increasing responsibility in administration within special education settings and;

Education: Master’s degree in education, education administration or related area; or

Equivalency: A combination of education and experience equivalent to a master’s degree in education, education administration or related field; at least five years (5) of professional level experience in the field of special education or related field including increasing responsibility in administration within special education settings.

Required Testing

N/A

Certificates, Licenses, Credentials

Valid California Administrative Services Credential and one of the following:
Valid California Education Specialist Credential (M/M or MIS); Pupil Personnel Services or Clinical/Rehabilitative or equivalent document

Continuing Educ./Training

As needed to maintain required certificates

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance
Physical Exam, including drug screen

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 045

SLT Approval Date: October 11, 2016

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