Coordinator, Special Education

Purpose Statement

The job of Coordinator, Special Education, is done for the purpose/s of facilitating and planning various Special Education Local Plan Area (SELPAs) and countywide activities; coordinating assigned special education program components and related activities; and serving as a resource to member districts and others.

Essential Functions

- Assists in the development of local policies and procedures across SELPAs related to the provision of special education and related services for the purpose of implementing and maintaining services that conform to state and federal law including, but not limited to, charter schools, private schools and special education.
- Assists district staff in the identification, selection, and use of instructional materials, curriculum and methodologies for the purpose of providing supporting materials for direct service delivery to students.
- Collaborates with a variety of groups and/or individuals (e.g. member districts, the SELPA, public agencies, county staff, etc.) for the purpose of determining and developing needed materials or services for staff in-service trainings and direct services to students.
- Conducts parent trainings for the purpose of 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.) for the purpose of connecting member districts 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.) for the purpose of 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.) for the purpose of providing a variety of presentation mediums for in-service trainings to individual or groups of teachers, administrators, counselors and other school staff.
- Facilitates SELPA, district and county committee meetings (e.g. Deaf and hard of Hearing work groups, Study Teams, VI work groups, etc.) for the purpose of establishing and maintaining networks, completing special projects, coordinating services, and solving system wide problems.
- Monitors and/or approves staff budgets in accordance with MOUs for services amongst the SELPA districts, and NPA/NPS/Charter Schools for the purpose of ensuring expenses are within budget limits and/or fiscal practices are followed.
- Plans and implements staff development of evidence based strategies for the purpose of addressing instruction of individuals with exceptional needs.
• Processes, and analyzes compliance and service data from a variety of sources (e.g. CASEMIS, SEIS, CALPADS, etc.) for the purpose of reporting to the state and supporting and assisting districts in monitoring compliance with state and federal laws.

• Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of maintaining knowledge of current laws and regulations pertaining to individuals with exceptional needs.

• Serves as liaison between member districts, the SELPA, and other public agencies for the purpose of coordinating services and ensuring timely services are provided.

• Supervises and evaluates assigned certificated and classified SELPA 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 SELPA Director for the purpose of ensuring the efficient and effective functioning of the SELPA/s.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; facilitating meetings; planning and managing projects; applying curriculum and instructional techniques; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and 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 is required to schedule a significant number of activities, meetings, and/or events; gather and/or collate data; and 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; and 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; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. 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; ability to speak and write in the Spanish Language is preferred; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; directing the use of budgeted funds within a work unit. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization’s services.
**Working Environment**

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 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Masters degree in job-related area.

**Equivalency:** At least five (5) years professional level experience in the field of special education or related field required. A Master’s degree is required.

**Required Testing**

**Certificates**
- California Administrative Services Credential
- California Education Specialist Credential (M/M or M/S) or Pupil Personnel Services Credential

**Continuing Educ./Training**

**Clearances**
- Criminal Justice Fingerprint/Background Clearance
- Tuberculosis Clearance

**FLSA Status:** Exempt

**Salary Range:** Certificated Management Grade 45

**SLT Approval Date:** October 11, 2016