JOB DESCRIPTION
San Diego County Office of Education

Senior Program Specialist, Special Education

Purpose Statement
The job of Senior Program Specialist, Special Education is done for the purpose/s of facilitating and coordinating services to individuals with exceptional needs; assisting districts in evaluating the effectiveness of programs for individuals with exceptional needs; providing information and serving as a resource to support staff, teachers, classified staff, and administrators; and developing and assisting with the implementation of policies and procedures related to special education at the district and SELPA levels.

Essential Functions
- Assists in the articulation of students receiving special education services transitioning between infant, preschool, kindergarten, elementary, middle school and high school for the purpose of ensuring legal compliance and services are provided on a continuum basis so students have full educational opportunities provided, regardless of ability or disability.
- Assists district staff in the identification, selection, and use of instructional materials, curriculum and methodologies for the purpose of providing support for the provision of direct service to students.
- Attends a variety of meetings, workshops, and legal conferences, collaborating with district level administration, SELPA administration and state compliance officers for the purpose of serving as liaison and maintaining knowledge of and complete corrective actions associated with compliance issues surrounding state reviews of special education records, programming, current practices, and case law.
- Maintains a variety of manual and electronic files and/or records (e.g. process materials, observation notes, committee meeting notes, articulation notes, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Observes, consults with and assists special education staff, consulting with district and site level administration for the purpose of providing follow-up of in-service training sessions and evaluating the need for additional training and observations for the educational and behavioral supports for students with special needs participating in the least restrictive environment.
- Plans, coordinates, and facilitates SELPA, district and county committee meetings (e.g. community advisory committee, interagency, Professional Development Committee, etc.) for the purpose of establishing and maintaining networks, completing special projects, coordinating services and solving system-wide problems.
- Plans, coordinates, facilitates and participates in a variety of meetings (e.g. IEP meetings, articulation meetings, PLC meetings, SST meetings, Special Education staff meetings, etc.) for the purpose of assisting special ed personnel with implementing and coordinating services for student with exceptional needs at all grade levels and across all curriculum areas or as a representative of the district at an IEP meeting.
- Processes and analyzes compliance and service data from a variety of sources (e.g. CASEMIS, SEIS, CALPADS, etc.) for the purpose of supporting and assisting districts in monitoring compliance with state and federal laws.
- Provides consultation, program development and coordination of special education services with district administrators for the purpose of assuring pupils have full educational opportunity.
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• 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.
• Researches, plans and 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 for teachers, administrators, counselors and other school staff.

Other Functions
• Performs other related SELPA and SDCOE duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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: behavior patterns of children, youth and adults with disabilities; pertinent codes, policies, regulations and/or laws; conflict resolution; stages of child and adolescent development; behavior interventions, curricular standards, instructional practices and techniques; and evaluation assessments for students with disabilities.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability to collaborate and resolve differences. 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; and working with frequent interruptions.

Responsibility
Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. 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. The job requires driving to school sites in the region. This job is performed in a generally clean and healthy environment.

Experience
A minimum of five (5) years of teaching and/or administrative experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of one or more areas of major disabling conditions, and across all age levels. Possession of a California Administrative Services Credential in addition to a Resource Specialist Certificate, Mild-Moderate Credential, or Moderate-Severe Credential is highly desirable.

Education
A master’s degree in special education, education, educational administration, or closely related field.

Equivalency
A combination of education and experience equivalent to a master’s degree in special education, education, educational administration, or closely related field, and a minimum of five (5) years of teaching and/or administrative experience in the education of individuals with exceptional needs and a specialized in-depth knowledge on one or more areas of major disabling conditions.

Required Testing
N/A

Certificates
Education Specialist credential, or
Pupil Personnel Services credential in School Psychology, School Counseling, or Social Work, or
Clinical Rehabilitation Services credential, or
Speech Pathology Services credential
A valid California driver’s license

Continuing Educ./Training
N/A

Clearances
Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

FLSA Status
Exempt

Approval Date
2016

Salary Grade
Certificated Management, Grade 043