

Program Specialist – Level 1

DEFINITION:

Under the direction of the Director of SELPA and Student Support Services, develops, coordinates, and provides expertise leadership and assistance in programing and instruction of individuals with exceptional needs. Supports and develops curricular programs, instructional strategies, and staff development opportunities; assists the Director in the development and evaluation of State and Federal laws, SELPA policies, procedures and local plan, to promote compliant service delivery.

QUALIFICATIONS:

Credential:

Valid California Special Education Credential or other California credential appropriate to assignment including but not limited to School Psychologist Credential or Speech Language Pathologist Credential

Experience

A minimum of three (3) years practical public school experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge - in one or more area of special education services, including behavioral interventions programs for student on the autism spectrum .

Education

M.A. Degree or equivalent.

Certificates & Licenses

Must possess a vehicle and a valid California driver's license issued by the State Department of Motor Vehicles.

DISTINGUISHING CHARACTERISTICS:

The ability to:

- develop and maintain cooperative working relationships with others
- maintain effective and timely written and oral communications with parents, support staff, and other school personnel
- demonstrate interpersonal and communication skills using tact, patience, and courtesy
- display constructive organization skills, prioritize, and schedule work
- apply common sense understanding to carry out detailed written, oral, and technical instructions
- define problems, collect data, establish facts, and draw valid conclusions
- maintain knowledge of applicable laws, codes, regulations, policies and procedures including: IDEA, CA Ed Code, State and Federally funded programs
- obtain knowledge of research and data collection techniques and evaluation methods and procedures
- operate standard office equipment including a computer and assigned software
- effectively transmit knowledge and skills to others through staff development, small groups, and individual instruction

TYPICAL DUTIES AND RESPONSIBILITIES:

- Plans, develops, facilitates, and conducts Professional Development activities and presentations
- Assists in the ongoing development and evaluation of the special education curriculum and ensures access to the core curriculum materials for teachers at each school site.
- Supports curricular resources, participates in staff development, program development, and innovation of special methods and approaches; provides coordination, consultation, and program development with all related services in special education
- Coordinates, participates in, facilitates and/or chairs IEP file reviews and meetings
- Trains and assists special education personnel in the development of IEP's, identifying services for the student, facilitating student placement into special education programs, and techniques for implementing IEP

- Supports families to meaningfully participate in the special education process including but not limited to identification of child's needs, IEP development and resolution of disputes
- 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 15 years of age or older
- Facilitates and coordinates specialized services such as low incidence requests and contracts with non-public agencies and schools
- Case management of students placed in non-public schools and residential facilities
- Works closely with the transportation department, homeless services, workability, non-public agencies, and district departments as appropriate to ensure services for students in special education
- Serves as liaison to district office, community agencies/services, state and county schools and services, and private schools
- Provides effective consultation and collaboration to school site administrators, school psychologists, related services providers, case managers, instructional assistants, and district personnel
- Plans and coordinates observations for site visitation of special education programs
- Submits reports and recommendations on District/SELPA policies and procedures, curriculum, and legally required data, as requested by administration to ensure compliance of district special education programs with State and Federal laws.
- Participates in due process hearings, complaint and compliance investigations and district self-review of compliance
- Reviews and makes recommendation on Special Circumstance Instructional Assistance (SCIA) staffing and instructional aide matrix
- Prepares grant applications for program funding
- Facilitates and monitors the placement of students and implementation of special education at school sites, observations in special education classrooms, evaluations of education plans, and confers with principals, psychologists, teachers, related services providers, and family
- Supports the articulation of special education programs among pre-school programs, elementary schools, middle schools, high schools, and post-secondary programs.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

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 noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.