LAWNDALE ELEMENTARY SCHOOL DISTRICT
Job Description

Special Ed Program Specialist

Department/Division:	Educational Services / Special Education
Reports To:	Director of Special Education
Provides Direction To:	Special Education Staff Members including Special Education Teachers, Speech and Language Pathologists, School Psychologists, Occupational Therapists, Adapted PE Teachers
Classification Status:	Certificated Management
Date Prepared:	June 2024
Board Adopted:	June 27, 2024

BASIC FUNCTION:

Under the direction of the Director of Special Education the Special Education Program Specialist performs a variety of duties related to the implementation, facilitation, evaluation and development of the District's special education programs. This position classification requires knowledge in Special Education Laws and Procedures, Special Education Curriculum, Research-based instructional strategies, IEP process and Procedures, Special Education assessments, Job-embedded professional development, Universal Design for Learning and 21st Century Learning.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Facilitates implementation of mandated special education programs for children with special needs.
- Monitors compliance with special education program and IEP requirements through regular visits to school sites and classes in conjunction with principals, teachers, other staff and administrators.
- Evaluates itinerant special education staff such as psychologists, occupational therapists, speech and language specialists, adaptive PE specialists under the direction of the Director.
- Assists site administrators in the evaluation of special education staff as needed.
- Provides assistance and guidance to instructional personnel on appropriate instructional strategies designed to meet the specific needs of students in the special education program.
- Participates in Individualized Education Plan (IEP) meetings as required to provide guidance and clarification of appropriate goals, objectives, strategies and resources to meet the needs of students in the special education program.
- Facilitates non-public school and non-public agency placements, as well as placements in residential treatment centers.

- Facilitates special education placements in other SELPAs, regional programs or other restrictive settings.
- Plans, develops and presents in-service training regarding special education program guidelines and requirements.
- Facilitates articulation and collaboration both within and across grade levels to ensure continuity of Multi-Tiered Systems of Support including instructional practices for special needs students.
- Conducts and/or assists in due process hearings, mediations and resolution meetings.
- Collects, interprets and analyzes a variety of data that reflect both individual student and overall program effectiveness.
- Prepares and provides analytical reports to site administrators regarding the effectiveness of the special education program at both the individual student and school-wide levels.
- Participates In and/or Facilitates District Wide Level Committees to support Cross Collaboration with General Education Colleagues
- Maintain and prepare a variety of records, reports and correspondence as required
- Other duties as assigned under the direction of the Director of Special Education

QUALIFICATION GUIDELINES

Knowledge of:

- Knowledge of Current laws and educational trends pertaining to children with exceptional needs.
- Demonstrate ability to work effectively with parents, professionals, and paraprofessional personnel and possess a valid California motor vehicle operator's license
- Inclusive practices and Universal Design for Learning

Ability to:

- Multi-Task, establish priorities and manage multiple deadlines and projects.
- Work effectively with parents, professionals and community members, agencies/organizations and culturally and linguistically diverse groups
- Establish program operating policies, procedures and manuals
- Analyze student assessment data
- Communicate in English and Spanish (preferred)
- Complete complex curriculum guidelines
- Train other teachers/staff

EDUCATION/TRAINING/EXPERIENCE

- Knowledge of Current laws and educational trends pertaining to children with exceptional needs.
- Demonstrate ability to work effectively with parents, professionals, and paraprofessional personnel and possess a valid California motor vehicle operator's license

- Master's Degree, or beyond, from an accredited college or university
- Minimum of Five years of successful certificated special education teaching experience
- At least two years of Teacher Leader or Administrative experiences with an emphasis on working with special needs students.
- Valid California Administrative Services Credential OR Evidence of eligibility such as a copy of your Certificate of Eligibility for your Administrative Credential

WORK ENVIRONMENT

District office and school site environment; subject to attending meetings, and driving to various schools to conduct work.

- Employees work under typical office, school site and classroom conditions. The employee frequently drives to District sites and other locations, attends meetings and provides training.

PHYSICAL AND MENTAL DEMANDS

- The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

- Hearing and speaking to exchange information and to make presentations, sitting or standing for extended periods of time, and seeing to read, analyze and review complex staff development plans and strategies.
- While performing the duties of this class, employees are required to constantly sit for periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel, or operate standard office equipment; and reach with hands and arms. Employees are frequently required to stand and walk, bend and stoop, and to grasp, lift, and move records and documents up to 20 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, managers, staff, vendors, school administrators, the public, and others encountered in the course of work. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:
Employees work in an environment with minimal temperature variations, a generally hazard-free environment, a clean atmosphere and the noise level is usually quiet or moderately quiet. The employee occasionally drives to District sites and training locations to provide administrative support for human resources programs and services.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.