

JOB DESCRIPTION

San Diego County Office of Education

SPECIAL EDUCATION RESOURCE ASSISTANT – SELPA

Purpose Statement:

Under general direction, the Special Education Resource Assistant – SELPA works collaboratively with district staff to assist families' access to regular and special education programs and services in order to carry out Individualized Education Plan (IEP) goals; provides resource and support information to families with special needs students

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 one's actions and the resulting impact.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

Distinguishing Characteristics:

The Special Education Resource Assistant - SELPA is distinguished from the Special Education Resource Assistant - HOPE, in that the latter implements service and resource plans for families with special needs infants/toddlers, whereas the former implements special education service and resource plans for families with special needs students.

Essential Functions:

- Makes home visits to families to explain special education programs and other student and family support services.
- Consults with families, SELPA staff, and teachers to determine areas to be addressed in IEP's, and to identify and provide information regarding appropriate educational and community resources.
- Assists families in gaining access to instructional special education programs and services for students with special needs.
- Assists school staff and families in gaining awareness of students' disabilities through telephone contact, home visits and participation in school activities.
- Provides input to school staff and families regarding the needs of special needs students.
- Assists school staff and parents in the transition of special needs students to a school setting.
- Facilitates collaboration between school staff and families and attends IEP meetings with

parents.

- Encourages family participation in school activities.
- Increases families' knowledge and involvement by helping families identify and independently use community resources, activities, and support groups.
- Promotes family/professional partnerships.
- Acts as a liaison between local school districts, and families and community agencies.
- Participates in in-service meetings in order to assist in the development and preparation of IEP's.
- Participates in transition planning and family information meetings.
- Serves as a liaison between the SELPA and the Exceptional Family Resource Center.

Other Functions:

- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications:

Knowledge and Abilities

KNOWLEDGE OF:

Unique requirements of families with special needs students;
Family systems;
Family coping methods;
The special education process and related school programs and services;
Community resources available to special needs students and their families;
A variety of disabilities pertaining to special needs students.

ABILITY TO:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;
Practice cultural competency while working collaboratively with diverse groups and individuals;
Establish and maintain cooperative and collaborative working relationships with families, teachers, educational and community agencies;
Promote family/professional collaboration;
Assist in the development and preparation of IEP's;
Support access to community resources;
Maintain records and write reports;
Conduct training sessions for families;
Work with minimum supervision, and recognize situations which require referral to others;
Communicate effectively in oral and written form;
Provide own transportation to and from field assignments.

Working Environment:

ENVIRONMENT:

Duties are typically performed in an office, classroom, or community setting. Must have access to reliable transportation to be used in the course of work. May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience:

Education: High school diploma or equivalent document; and

Experience: One (1) year of experience (paid or volunteer) providing support and assistance in the special education process to families with special needs students. Course work in social work, counseling, child development or related field may be considered as partial fulfillment of the work experience requirement; or

Equivalency: A combination of education and/or experience equivalent to a high school diploma or equivalent document and one (1) year experience providing support and assistance in the special education process to families with special needs students.

Required Testing

N/A

Certificates, Licenses, Credentials

N/A

Continuing Educ./Training

N/A

Clearances

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

FLSA Status: Non-Exempt

Salary Grade Classified Support, Grade 037

Personnel Commission Approved: July 1998

Revised: 04/2025