

ONTARIO-MONTCLAIR SCHOOL DISTRICT

CLASS SPECIFICATION CLASSIFIED PROGRAM SPECIALIST, SPECIAL EDUCATION

GENERAL PURPOSE

Under the general direction of the Director, Special Education, coordinates the implementation of policies, regulations, guidelines and procedures pertaining to District special education programs to enhance student learning and achievement; provides consultation, coaching, one-to-one and group presentations, classroom support and instructional and behavioral strategies for regular educators, special education teachers, related services providers and others providing instructional services to children and adolescents with disabilities, and parents to enhance the educational effectiveness of assigned program area; and any other related functions as directed.

DISTINGUISHING CHARACTERISTICS

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 this class. There will typically be an assigned schedule for these duties

1. Plans, organizes, and coordinates the development and maintenance of special education instructional programs to meet federal and state mandates;
2. Recommends special education strategies to instructional staff;
3. Monitors programmatic and regulatory developments affecting special education programs;
4. Provides consultation and technical assistance to school site personnel and parents concerning instruction-related programs, standards, requirements, principles, practices, techniques, laws, regulations, policies and procedures;
5. Provides support to parents, administrators and teachers for classroom management, student transitions, and student positive behavioral interventions;
6. Coordinates activities and provides training and assistance to enhance understanding of educational practices, instructional material guidelines and requirements, curriculum standards, assessment tools and instructional strategies;
7. Assists special education personnel in implementing and coordinating the services in the IEP;
8. Participates as a member of the IEP teams, or as the administrative designee;
9. Facilitates the acquisition and use of instructional materials, resources and equipment, including assistive technology;
10. Maintains and communicates knowledge of current laws and regulations pertaining to individuals with exceptional needs, and may be assigned to assist in the preparation of complaint, mediation, and due process materials;
11. Observes individuals and learning environments, facilitating and participating in group processes, prepares clear and concise written documents, addressing large and small groups;
12. Serves as a liaison and coordinates communications, activities and information related to assigned program area between district divisions, County Office, administrators, outside agencies and professionals;
13. Establishes support, facilitates and maintains partnerships;
14. Monitors and evaluates the educational effectiveness of assigned program areas;
15. Develops and implements strategies and training activities to enhance educational effectiveness and student learning related to assigned program areas and services;
16. Participates in researching, obtaining and maintaining grants and other funding sources for assigned program areas and school support services as assigned;
17. Assists with implementing grants and assuring compliance with related requirements as directed;

18. Prepares and maintains a variety of records and reports related to programs, budgets, partnerships, meetings and assigned activities.

QUALIFICATIONS

Knowledge and Ability to:

1. Plan, organize, coordinate, and implement the educational services, training activities, instructional resources and support functions of assigned program areas to enhance student learning and achievement;
2. Provide consultation and technical assistance to sites and community concerning assigned program areas and related content, standards, requirements, principles, practices, techniques, and procedures;
3. Design, develop, implement, and conduct training and staff development activities concerning assigned program areas;
4. Prepare and deliver oral presentations;
5. Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned program area;
6. Interpret, apply, and explain laws, codes, regulations, policies, and procedures;
7. Communicate effectively both orally and in writing;
8. Establish and maintain cooperative and effective working relationships with others;
9. Operate a computer and assigned office equipment;
10. Analyze situation accurately and adopt an effective course of action;
11. Meet schedules and time lines;
12. Work independently with little direction;
13. Plan and organize work;
14. Prepare and maintain various records, reports, and files.
15. Maintains job punctuality and regular attendance.

EDUCATION, TRAINING AND EXPERIENCE

Master of Arts or higher degree from an accredited college or university in special education, school psychology, instructional technology, curriculum development, or a closely related field. Board Certified Behavior Analyst (BCBA) Certificate preferred. Minimum of five (5) years of successful experience in special education preferred. Experience in planning and presenting staff development activities. Experience in applying the principles of Applied Behavior Analysis (ABA). Experience in providing 1:1 behavioral intervention program to students with disabilities. Experience in monitoring student behaviors and progress.

A valid California Class C driver's license, a good driving record, and the ability to maintain insurability under the District's vehicle insurance policy is required.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee frequently is required to stand, walk, and use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to sit and reach with hands and arms. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 10 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristic 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. While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.