

COORDINATOR, SELPA

DEFINITION

Under general direction, provide high level support and assistance to member Local Education Agencies (LEAs) and special education personnel with program development, technical assistance, and instructional strategies through professional learning and consultation in alignment with the mandates outlined in the Individuals with Disabilities Education Act (IDEA), California Education Code, and Title 5 regulations. The Coordinator shall participate in the implementation of the Local Plan related to programs and services of the SELPA including the support of families and their engagement; partnership with community groups; and dispute resolution services to families and member LEAs. The Coordinator shall manage and coordinate a variety of projects, programs, services and committees to ensure that individuals with exceptional needs have access to the full range of support services options.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Executive Director, SELPA. Exercises direct supervision over professional and administrative support staff.

CLASS CHARACTERISTICS

This is a management classification responsible for planning, organizing, reviewing, and evaluating School Safety and Risk prevention programs and services. Incumbents are responsible for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities, which include developing and implementing policies and procedures for assigned programs, budget and contract administration and reporting, and ensuring compliance with regulatory requirements. Incumbents serve as a professional-level resource for organizational, managerial, and operational analyses and studies. Performance of the work requires the use of considerable independence, initiative, and discretion within broad guidelines.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Assists in the preparation, revisions, updates, and implementation of the Local Plan for Special Education in accordance with the policies of the California Department of Education (CDE), Federal specifications, procedural manuals, and community awareness materials as required.
- Implements and evaluates assigned programs and/or projects to support LEA and state compliance by serving on local and state committees and projects as specified by SELPA Executive Director.
- Provides technical assistance for member LEAs in matters related to compliance complaints, mediations, due process hearings, verification reviews, and focused monitoring through training for corrective actions to support students with disabilities.

- Provides interagency liaison services, meetings, and coordination of resources to ensure appropriate educational services for students with disabilities.
- Facilitates and support parents/families in increasing their knowledge of procedural safeguards through the Community Advisory Committee (CAC) by participating in CAC events and providing trainings.
- Develops, provides, and coordinates SELPA-wide professional learning opportunities and networks on the use of new and innovative methods, strategies, and materials that enhance the educational progress of students with disabilities on topics such as behavior, best practices for Individualized Education Program (IEP) development, and dispute resolution for the purpose of enhancing productivity of personnel.
- Serves as a resource and liaison to IEP teams regarding placement consideration in unique and difficult cases by assisting LEAs with the coordination, placement and communication with non-public schools (NPS), residential treatment centers (RTC), licensed children's institutions (LCI), and foster homes.
- Coordinates, organizes, and performs all monitoring duties for NPSs and RTCs to support the immediate placement of students from LEAs.
- Facilitates IEP meetings through the Alternative Dispute Resolution (ADR) continuum when requested by LEAs and parents/families.
- Supports LEA development of plans to address disproportionality and significant disproportionality as determined by CDE.
- Provides training and consultation with LEAs to incorporate goals and actions that support the outcomes of students with disabilities in school and district wide plans, such as the Local Control Accountability Plan (LCAP).
- Collaborates with SMCOE departments to align work that supports outcomes for students with disabilities in implementation of system changes.
- Serves as the SELPA Administrative Designee at the request of, or in the absence of, the SELPA Executive Director and assist with certificated and classified employee evaluations in the SELPA as assigned.
- Maintains professional competence, current knowledge base of legal, policy and best practice at the state and federal level through participation in professional learning and growth activities.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Equivalent to a master's degree from an accredited college or university with major coursework in Special Education, Education, Psychology or a closely related field; and
- Five years teaching and/or relevant work experience in special education.
- Five years of leadership experience at the site, district, or SELPA level.

Licenses and Certifications:

- Valid Credential in the area of Special Education or related field.
- Valid California Administrative Services Credential.
- Some positions may require possession of a valid California Driver's License and a satisfactory driving record to be maintained throughout employment.

Knowledge of:

- Extensive knowledge of State and Federal laws and regulations governing special education and transition, including IDEA Part C to Part B.
- Recent developments, principles, theories, standards, practices, and procedures involved in enhancing learning, achievement, services, planning and administration for students with disabilities.
- California instructional standards, frameworks, guidelines and effective evidence-based instructional techniques/strategies for students with disabilities.
- Behavior intervention methodology, including positive behavior intervention strategies and regulations.
- Best practices in IEP planning process and continuum of program options.
- Principles of child and adult learning.
- Diverse academic, socioeconomic, cultural, and ethnic backgrounds and disabilities of students within the San Mateo County SELPA.
- Electronic IEP management and California Longitudinal Pupil Achievement Data information systems (SEIS, SIRAS, CALPADS).

Ability to:

- Facilitate groups in planning, problem-solving and decision-making.
- Support program development and implementation.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Prepare and deliver oral and visual presentations, including professional learning.
- Interpret, apply, and explain laws, codes, regulations, policies and procedures.
- Apply appropriate interpersonal skills such as tact, patience, and courtesy.
- Analyze situations accurately and identify potential effective course of action.
- Resolve conflicts with positive results in a timely manner.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Prepare and maintain various records, reports, data, and files.
- Travel to assigned school sites on a regular basis.
- Maintain a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and compliance with regulatory requirements and established guidelines.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and visit various County sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing divisional policies and procedures.