

SPECIAL PROJECTS MANAGER

DEFINITION:

Under the supervision of the Executive Director of Special Education and Special Education Local Plan Area (SELPA), the Projects Manager: Special Education is responsible for planning, coordinating, implementing, monitoring, and closing special education projects and initiatives that support improved outcomes for students with disabilities and align with district goals and legal mandates. The position provides project management leadership for initiatives such as program development, facilities or space planning for special education, systems and process improvements, and compliance-related activities within the Special Education Department.

QUALIFICATIONS:

A combination of education, training and/or experience that provides the required knowledge, skills, and abilities to perform the essential functions of the position. Additional experience, as outlined below, may be substituted for required education or specialized training on a year-for-year basis. A typical combination includes:

Experience:

- A minimum of five (5) years of increasingly responsible experience in project/department oversight.
- A maximum of four (4) years of education may be substituted for experience on a basis of two years of education for one year of experience.

Education:

- Bachelor's degree in education, human services, business, public administration, or a related field. Additional training or certification in project management (e.g., PMP) is desirable.

DISTINGUISHING CHARACTERISTICS:

The Special Projects Manager for Special Education leads complex, multi-faceted projects that support district goals and compliance. This role requires advanced project management skills, strong analytical abilities, and expertise in special education regulations. The manager supervises project teams and support staff, coordinates with diverse stakeholders, and drives continuous improvement. Success depends on strategic leadership, effective communication, and the ability to manage competing priorities in a dynamic environment.

OTHER CHARACTERISTICS:

- Possession of a valid California driver's license and proof of insurance
- Ability to travel to district sites and project locations as required

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This job description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill and/or abilities. Management reserves the right to add, modify, change or rescind essential functions of a position at any time.

Under the direction of the Executive Director of Special Education and SELPA, the incumbent will:

- Plan, coordinate, implement, execute, monitor, and complete special education projects within scope, budget, and timelines, identifying resources needed to ensure completion of projects aligned with district priorities and special education requirements.
- Determine and define project scope and objectives; analyze project activities into component tasks and create task schedules for timely completion.
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SPECIAL PROJECTS MANAGER

- Develop and manage detailed project schedules and work plans; track project milestones and deliverables; provide consistent project updates, status reports, and presentations to administrators and stakeholders about strategy, adjustments, and progress.
- Evaluate and prioritize multiple projects and initiatives based on district goals, resource availability, and urgency, ensuring alignment with strategic objectives.
- Recommend adjustments to project timelines and resource allocation to address shifting priorities and emerging needs.
- Implement continuous improvement practices by integrating feedback and best practices into subsequent projects.
- Conduct post-project reviews to assess outcomes, identify lessons learned, and recommend improvements for future initiatives.
- Collect, prepare, gather, and analyze data related to assigned projects; design documentation and data collection systems to evaluate project outcomes and support special education compliance and program effectiveness.
- Generates and prepares reports as required by the state, district, or other reporting agencies.
- Coordinate project planning with other departments (e.g., Facilities, Information Technology, Business Services) including budget input, scheduling, permitting, and, when applicable, construction or space modifications related to special education programs.
- Establish and maintain effective project communication plans; convene and chair project coordination meetings; coordinate and facilitate cooperation among special education staff, site administrators, regular education staff, and special project staff.
- Coordinate and maintain cooperative working relationships with site administrators, special education staff, and other district personnel.
- Supervise and provide direction to assigned project staff, administrative support, or consultants as needed to ensure efficient project execution.
- Delegate tasks appropriately and oversee the work of support personnel involved in special education projects.
- Assist in the development and implementation of programs, policies, procedures, and practices related to special education services.
- Acts as a liaison between community agencies and schools for decisions about students' individual education plans; coordinates and communicates with non-public agencies for services for students.
- Participates in special studies and projects developed in the district.
- Perform related duties as assigned in support of special education programs and district initiatives.

KNOWLEDGE:

- State, federal, and local regulations and laws relating to special education and district operations
- Project management techniques, tools, methodologies, and best practices
- District organization, operations, policies, objectives, and goals
- Applicable laws, codes, regulations, policies, and procedures related to assigned duties

ABILITIES AND SKILLS:

- Plan, coordinate, implement, execute, monitor, and complete multiple projects simultaneously while balancing competing priorities and deadlines.
- Demonstrate strong prioritization skills to manage competing deadlines and allocate resources effectively.

SPECIAL PROJECTS MANAGER

- Manage changes in project scope; identify and implement contingency plans to ensure completion of assigned projects.
- Ability to facilitate post-project evaluations and apply insights to enhance future project efficiency and effectiveness.
- Evaluate and synthesize information from multiple sources.
- Analyze situations accurately and adopt an effective course of action.
- Prepare comprehensive narrative and reports.
- Present information clearly in writing and orally.
- Establish and maintain cooperative and effective working relationships with diverse stakeholders.
- Communicate using patience and courtesy; function effectively in meetings and collaborative settings.
- Excellent organizational skills to manage multiple tasks and projects simultaneously.
- Work independently and effectively with minimum direction.
- Operate computers and peripheral office equipment properly and efficiently.
- Learn new or updated computer systems and software programs.
- Read and understand laws, rules, and regulations related to education and project management.
- Understand and follow oral and written directives.

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, operate financial calculators, and enter data into a computer; keyboarding.

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 are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation(s) may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate
- Primarily indoor office environment with school site visits both indoors and outdoors
- Direct contact with district staff, site administrators, and the public
- Driving a vehicle to conduct work
- Contact with special education staff, students with disabilities, and families