

SECONDARY SPECIAL EDUCATION SERVICES LIAISON

DEFINITION:

Under the direction of the School Principal or site administrative designee develops, coordinates, and provides expertise leadership and assistance in programing and instruction of individuals with exceptional needs. Supports and develops curricular programs, instructional strategies, and staff development opportunities to promote compliant service delivery.

QUALIFICATIONS:

Experience:

- A minimum of three (3) years practical public school experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge in one or more areas of special education services, including behavioral interventions programs for students with autism spectrum disorders.

Education:

- M.A. Degree or equivalent.

Credential:

- Valid California Special Education Teaching Credential or other California credential appropriate to assignment including but not limited to PPS School Psychologist or Speech Language Pathologist Credential.

Certificates & Licenses:

- Must possess a vehicle and a valid California driver's license issued by the State Department of Motor Vehicles.

DISTINGUISHING CHARACTERISTICS:

- Develop and maintain cooperative working relationships with others
- Maintain effective and timely written and oral communications with parents, support staff, and other school personnel
- Demonstrate interpersonal and communication skills using tact, patience, and courtesy
- Display constructive organization skills, prioritize, and schedule work
- Apply common sense understanding to carry out detailed written, oral, and technical instructions
- Define problems, collect data, establish facts, and draw valid conclusions
- Maintain knowledge of applicable laws, codes, regulations, policies and procedures including: IDEA, CA Ed Code, State and Federally funded programs
- Obtain knowledge of research and data collection techniques and evaluation methods and procedures
- Operate standard office equipment including a computer and assigned software
- Effectively transmit knowledge and skills to others through staff development, small groups, and individual instruction

TYPICAL DUTIES AND RESPONSIBILITIES:

- Plans, develops, facilitates, and conducts Professional Development activities and presentations to support site-based programs
- Assists in the delivery of special education curriculum and ensures access to the core curriculum materials for teachers at school site
- Supports curricular resources, participates in staff development, coordination of programs related to all site special education services

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- Trains and assists special education personnel in the development of IEP's, identifying services for the student, facilitating student placement into special education programs, and techniques for implementing IEP

Administrator Designee

- Serve as the Administrator Designee for 50% of Individualized Education Program (IEP) meetings
- Coordinates, participates in, facilitates and/or chairs IEP file reviews and meetings

Teacher Support

- Provide training and support to new teachers regarding effective teaching practices and case management strategies
- Offer guidance and support to Education Specialists in addressing concerns and meeting program needs

Staff Scheduling and Management

- Collaborate with the SPED scheduling team to manage the schedules of paraeducators and instructional assistants (IAs) across the department
- Triage and address daily staffing shortages and vacancies as needed, including checking Frontline to ensure all class placements are appropriately covered by substitutes
- Document attendance for paraeducators and instructional assistants
- Create and implement systems of support for paraprofessionals and instructional assistants

Alternate Pathway to Diploma

- Assist in the implementation, and continuous improvement of the alternate pathway to a diploma.
- Collaborate with staff, students, and families to ensure understanding and accessibility of the alternate pathway
- Monitor student progress and provide targeted support to ensure successful completion of the program.
- Collaborate with the District Special Education Department on Alternate Pathway Diploma Professional Development and deliver training for site educators on strategies and best practices for supporting students in the alternate pathway. (Move this to the first bullet of this section)
- Coordinate resources and accommodations necessary to meet the unique needs of students pursuing an alternative pathway to diploma
- Regularly review and analyze data to assess the effectiveness of the program and recommend improvements
- Collaborate with the District Special Education Department on transition plans regarding pathways toward diploma

Behavioral Support

- Provide direct behavioral support to students when required.
- Provide behavior systems support for specific students and classrooms, including implementing strategies, coaching staff, and monitoring effectiveness.

IEP Scheduling

- Collaborate as needed with the SPED Secondary Clerk to schedule IEP meetings equitably for teachers, students, and support staff.
- Support transition and exit IEP meeting processes

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Case Management

- Ensure school IEPs are in compliance with legal requirements and district guidelines, including monitoring timelines, documentation, and implementation fidelity.
- Step in as a case manager as needed to ensure continuity of services, compliance, and support for students and staff.
- Assess students and write/facilitate IEPs for teachers on leave as allowed by base credential..
- Support interim placements to ensure appropriate services, timely transitions, and continuity of student support.

Testing and Assessments

- Assist with site coordination and administration of student statewide assessments, including CAA and Alternative ELPAC.
- Assist site personnel to ensure that CAASSP, LPAC, etc., accommodations are provided to students with IEPs.

Comprehensive Program Support

- Support the entire site Special Education program, including Extensive Support Needs Program, Counseling Enrichment Program, and Student Support Department.
- Support site teachers in implementing the co-teaching model.
- Partner in the development of the master schedule to ensure alignment with student needs, staffing, and program requirements.

Professional Development for the School Site

- Coordinate and implement professional development opportunities for Education Specialists, paraeducators, and IAs.
- Coordinate with the Instructional Coach to develop and deliver professional development initiatives for all staff members.
- Coordinate and deliver technical assistance, professional development, and program support for special education initiatives.
- Assist in the development and implementation of site inclusive instructional practices, integrating special and general education frameworks using Universal Design for Learning (UDL).

Inclusive and Evidence-Based Practices

- Promote evidence-based practices, including social-emotional learning (SEL), Positive Behavior Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches.
- Support accessible and-culturally relevant instructional strategies.

Leadership and Systems Support

- Participate in regular meetings with the Department Leads, Assistant Principal, Program Specialist, and District Program Coordinator to ensure alignment of services, compliance, and program implementation.
- Facilitate data-driven decision-making processes to support continuous program improvements and student outcomes.
- Provide leadership and support in the design of multi-tiered systems of support (MTSS) to meet diverse student needs.
- Monitor compliance with federal, state, and local policies related to special education services.

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Resource Management and Collaboration

- Collaborate to develop site/department budgets, grants, and other resources effectively.
- Select, train, and support assigned staff to ensure high-quality program delivery.
- Build partnerships across educational and community organizations to enhance support systems for students.
- Assists special education personnel in the implementation of transition services for special education students and in developing appropriate and meaningful individual transition plans (ITP) for students 15 years of age or older
- Works closely with the transportation department, homeless services, workability,, and district departments as appropriate to ensure services for students in special education are delivered.
- Serves as liaison to district office,
- Plans and coordinates observations for site visitation of special education programs
- Facilitates and monitors the implementation of special education services at school site, observations in special education classrooms, evaluations of education plans, and confers with principals, psychologists, teachers, related services providers, and family.

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 and enter data into a computer.

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 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.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.