

**EDUCATIONAL SPECIALIST**  
**EXTENSIVE SUPPORT NEEDS**

**DEFINITION:**

Under direction of the site administrator or designee, provides instruction and support to students with moderate to extensive support needs in a variety of settings according to District approved courses of study and alternative curriculum, at a rate and level commensurate with established student expectancies and goals.

**QUALIFICATIONS:****Education:**

- An earned bachelor's degree from a regionally-accredited college or university
- A valid California Extensive Support Needs Education Specialist credential or equivalent combination of credentials/authorizations legally permitting service in the specific disability(ies) and at the level of this class description, must be in force and on file with the Commission on Teacher Credentialing ([www.ctc.ca.gov](http://www.ctc.ca.gov)) and/or the Sacramento County Office of Education through an approved Temporary County Certificate (TCC); English Learner Authorization

**DISTINGUISHING CHARACTERISTICS:**

- Perform essential job functions and job task requirements
- Ability to support equity, diversity and inclusion as guiding principles
- Positive attitude towards students, learning, and teaching
- Ability to plan, organize, prioritize, and manage time and tasks
- Ability to work effectively with all racial, ethnic, linguistic, disability, gender identification, sexual identification, and socioeconomic groups.
- Knowledge and experience using Level A and B educational assessment tools such as the WIAT
- General knowledge of positive behavior systems, strategies, plans, and theory
- Diagnostic and intervention skills for dyslexia and other reading disorders, spelling, writing, mathematics, social, or emotional
- Ability to consult effectively with students, parents, peers, administrators and other District personnel emphasizing clear communication and collaboration

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Collaborate with general education teachers and specialists to support students with moderate to severe disabilities in the least restrictive environment
- Advocate for the inclusion of students with special needs within the educational community
- Teach students with moderate to severe disabilities providing instruction according to District approved courses of study and curriculum, at a rate and level commensurate with established student expectancies and Individualized Education Program (IEP) goals and objectives
- Designs activities to engage students and uses a variety of instructional strategies, including modifications to the core or alternative curriculum based on information about individual students' academic strengths and needs, functional academics and social skills
- Operate a variety of office and classroom technology and equipment
- Establish a classroom environment that is safe and supportive, where a growth mindset is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students
- Provide clear behavior expectations for students, positive behavior strategies, and monitor student behavior where practicable

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- Communicate with families to create a partnership around student learning by providing information about the instructional program and the progress of each student
- Coordinate and complete required transition elements within the IEP process
- Use data and cycle of inquiry to inform instruction
- Monitor and evaluate progress of students with special education services by providing screening, academic assessment, and IEP goals with input from other providers
- Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior.
- Coordinate and conduct various team meetings and implement team recommendations as assigned
- Plan or participate in IEP meetings with administrators, faculty, parents/guardians or educational rights holders, and other parties involved to develop an IEP for eligible students
- Monitor and meet all regulatory timelines and requirements to maintain compliance with district, county, state and federal requirements pertaining to IEP and related legal documents
- Receive and respond to referrals from faculty, psychologists, parents, administrators, physicians, and other personnel
- Attend to the basic needs of the students, such as feeding, cleaning, and toileting to meet the requirements of the IEP
- Implement de-escalation and crisis intervention strategies as designated and trained by the district
- Follow established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence)
- Provide work direction and guidance to assigned personnel such as designing and maintaining schedules, and overseeing the work of instructional assistants and paraeducators

**KNOWLEDGE:**

- California Education Code
- Applicable laws, codes, regulations, standards, policies, and procedures
- Development patterns of academic, functional, social, and pragmatic skills in students with a variety of disabilities
- Record-keeping techniques and communication (including phone, messaging, mail, email and interpersonal)

**ABILITIES AND SKILLS:**

- Written and verbal communication skills
- Ability to cope with crisis situations
- Ability to travel to other sites/locations as needed
- Knowledge of computer-based programs and appropriate technological skills

**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. Lifts, maneuvers, and positions students into and out of assistive and/or ambulatory devices to meet the requirements of the IEP.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various

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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 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 classroom environment and come in direct contact with district staff and the public.