

COORDINATOR, SPECIAL EDUCATION

BASIC FUNCTION:

Under the direction of the Director- Pupil Personnel Services, plan, organize, coordinate and implement the activities of special education programs; individualize special education program teams to assure compliance with applicable laws, rules and regulations associated with special education to promote successful learning in District schools; provide appropriate behavioral assessments and intervention techniques; develop and execute behavioral intervention plans; plan and develop behavioral supports for special education students; perform specialized duties to coordinate and assure proper reception of educational program services.

ESSENTIAL JOB FUNCTIONS:

Plan, organize, coordinate and implement of special education programs; consult and monitor student IEPs; serve as a technical resource regarding student behavior management and learning strategies to facilitate student learning.

Monitor and review District special education cases; assure compliance with applicable laws, codes, rules and regulations.

Provide support and training in collaboration with District special education staff to site administrators and staff, paraprofessionals, teachers and parents in appropriate behavioral assessments, behavioral intervention techniques and the development and execution of behavioral intervention plans in accordance with IDEA requirements.

Attend and assist with facilitating IEPs for students requiring behavior intervention programs, autism programs, TEACCH program or other special education programs; make recommendations regarding assessment findings of identified disabilities as it relates to classroom performance and access to core curriculum.

Collaborate with human resources personnel to place special education student teachers from universities; coordinate observation hours with universities for speech and language pathologists and adapted physical education students.

Plan and provide positive behavior management interventions in collaboration with school sites for special needs students.

Maintain current knowledge of legal codes and requirements pertaining to special education functions and interventions.

Train, supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.

Provide technical information and assistance to the Director regarding assigned functions; assist in the formulation and development of policies, procedures and programs.

Prepare and maintain a variety of narrative and statistical reports, records and files related to personnel and assigned activities.

COORDINATOR, SPECIAL EDUCATION

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Participate in the development of the annual preliminary budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.

Attend and conduct a variety of meetings as assigned including IEP meetings; serve on various committees as assigned; serve as District representative at IEP meetings.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Techniques and strategies that are effective for special education students.

Applicable laws, codes, regulations, policies, and procedures, including those pertaining to special education, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Techniques and methods of assessment, data analysis, diagnosis, planning, intervention and evaluation.

Research methods.

Theories and techniques of Applied Behavior Analysis.

Social, behavioral and academic needs of special education students.

Behavior intervention methodology/techniques including positive behavior intervention strategies and regulations.

Principles and practices of instruction, curriculum, professional development and assessment in a special education setting.

Oral and written communication skills.

Principles and practices of supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Plan, organize, coordinate and implement of special education programs.

Monitor and review District special education cases.

Provide support and training in collaboration with District special education staff.

Attend and assist with facilitating IEPs for students.

Train and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

COORDINATOR, SPECIAL EDUCATION

Plan and organize work.
Maintain records and files.
Prepare comprehensive narrative and statistical reports.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- Ability to work at a desk and in meetings of various configurations.
- Ability to read printed matter and computer screens.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

EDUCATION AND EXPERIENCE:

Professional:

Required: Master's degree in special education or a related field and five years increasingly responsible experience as a school administrator or special education teacher.

Personal:

Character, personality, and proper social capability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.

CREDENTIAL

Must hold a valid Clear Administrative Services Credential.

Must possess a valid California Driver's License.

WORKING CONDITIONS:

ENVIRONMENT:

Office/classroom/outdoor environment.
Driving a vehicle to conduct work.
Variable hours.

HAZARDS:

Dissatisfied or abusive individuals.