

REDLANDS UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Special Education Program Specialist

REQUIRED QUALIFICATIONS

CREDENTIAL: Required Appropriate California Special Education Teaching Credential or Pupil Personnel Services Credential or Language, Speech and Hearing Authorization.

EDUCATION: Required B.A. or B.S.

Desired M.A. or M.S.

EXPERIENCE: Required A minimum of three successful years teaching in a special education setting at the elementary or secondary level. Experience working with school staffs to implement program goals, utilizing and adapting core curriculum for special needs students, or providing special education speech language or other designated instructional services, or serving as a school psychologist.

Desired Experience in program coordination. A working knowledge and use of computer assisted instruction and other instructional technology.

Knowledge of current state and federal regulations related to special education, resources and materials available for use in special education curriculum, student assessment methods, research bases underlying best practices in special education, facilitating and participating in group processes.

BRIEF DESCRIPTION OF POSITION

Under the direction of the Executive Director, Special Services, the Program Specialist provides expertise and assistance in meeting the needs of students with disabilities. The Program Specialist provides support in the form of consultation, coaching, one-to-one and group presentations, classroom support, and information for effective instructional strategies for general educators, special education teachers and other personnel who provide instructional services to children and adolescents with disabilities. The Program Specialist provides leadership to district staff in providing "best practice" academic and behavioral supports and interventions.

ESSENTIAL FUNCTIONS

1. Assists with the development and maintenance of special education instructional programs to meet federal and state mandates.
2. Recommends instructional strategies related to special education.

3. Provides consultation and instructional support to address the needs of special education students.
4. Facilitates behavioral services for special education students receiving mental health services. Provides technical assistance and training to staff and families concerning behavior needs and available mental health and behavioral resources.
5. Analyzes behavior from a functional perspective that conforms to the IDEA Federal Regulations and addresses mental health and behavior, including functional analysis and functional behavior assessments that promote daily positive interventions.
6. Conducts direct behavior analyses of students leading to and including, development of behavior goals, behavior contracts, behavior intervention plans, Functional Behavioral Analysis assessments and Positive Behavioral Intervention Plans; collects and analyzes data.
7. Provides general support to sites in the area of behavioral issues which includes assisting sites with student discipline, complaint issues arising around mental health needs and behavioral issues, coordinates, tracks, monitors manifestation determination meetings and positive behavioral support systems (PBIS) planning.
8. Supervises the maintenance of a variety of records and files and coordinates data collection to monitor student progress.
9. Provides instruction in analyzing data and modifying curriculum and instructional strategies.
10. Communicates with site administration, parents, teachers, and support staff.
11. Participates in trainings and professional development as appropriate.
12. Attends and participates in site and District level meetings.
13. Attends and represents the District in IEP meetings for District students placed in agencies outside of the District (e.g. non-public schools, San Bernardino County Superintendent of Schools, California School for the Deaf).
14. Facilitates the participation of District special education students in the California Assessment of Student Performance and Progress (CAASPP) system by providing training and support to staff.
15. Supports school site IEP teams in decision making by facilitating parent observation of program options.
16. Provides academic assessment of District special education and potential special education students as needed.
17. Maintains and monitors use of Low Incident Equipment by District special education students.
18. Observes, consults with, assists and facilitates the work of special education staff in the areas of core curriculum, modifications and adaptations, technology, materials and resources, mainstreaming and social integration of students, transition and placement of students, behavior management, compliance issues and assessment.

19. Delivers in-service presentations to individuals, school sites, small clusters, program specific groups, departments, parent and administrative groups.
20. Provides in-service in curriculum development, compliance issues, assessment, behavior management techniques and collaboration between regular and special education staff.
21. Meets with site administration to determine site special education needs and assists with IST, IEP, and Behavior Support Plan Development.
22. Collaborates with Program Specialists, Special Education Teachers, Psychologists, Coordinators, general education staff and other SELPA's.
23. Prepares reports and recommendations to the administration on policy, curriculum, and legally required data as requested by the Executive Director of Special Services. Assists in maintaining compliance of district special education programs with state and federal laws.
24. Assists in the development of low incident requests.
25. Other duties as assigned.

PHYSICAL REQUIREMENTS

Significant physical abilities include: standing and walking for extended periods, lifting/carrying, crouching, reaching/handling/feeling, talking/hearing, near and far visual acuity/depth perception/ accommodation/color vision/field of vision.

OTHER REQUIREMENTS

TB test clearance; Department of Justice fingerprint clearance.

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