

**UPDATED - SPECIAL EDUCATION COORDINATOR****DEFINITION:**

Under the direction of the Director of SELPA and Assistant Superintendent of Special Education, develops, administers, supervises, and evaluates District Special Education programs. Assists in the delivery of special education services for all students requiring special education services; assists in the development and implementation of District policies and budgets relating to District program responsibilities; is responsible for the evaluation of certificated and classified personnel within the specified program area.

**QUALIFICATIONS:****Credential:**

- Possession of a California Administrative Credential.
- Possession of a valid California teaching or other related services credential.

**Experience:**

- A minimum of three years practical public school experience in the education of students with disabilities and a specialized, in-depth knowledge of learning, behavioral, and severe disabilities, of diagnostic and prescriptive techniques, and of in-service training activities for professionals and parents.
- Experience in dispute resolution and alternative dispute resolution.

**Education:** Master's Degree, preferably in a Special Education field.

**Other:** A valid California Driver's License.

**KNOWLEDGE OF:**

- State and federal regulations pertaining to Pre-K to 12+ Special Education programs including the ability to interpret and apply rules, regulations, and standards to public schools.
- Effective staff and public relations.
- Verbal and written communication skills.
- Planning and organizational techniques.

**DISTINGUISHING CHARACTERISTICS:**

The ability to:

- Work with changing priorities, regulations, and deadlines.
- Analyze situations accurately and recommend necessary action.
- Perform essential job functions and job task requirements.
- Be an effective team member.
- Implement district-wide management systems.
- Demonstrate skills collaborating with teachers and administrators.

**TYPICAL DUTIES AND RESPONSIBILITIES:**

- Assists the Director in revising District and SELPA policies and procedures related to Special Education and Special Education services.
- Updates office forms and procedures to conform to updated legal restrictions regarding assessment, services, and placement.
- Support the Director in planning, administering and evaluating Special Education services and maintaining compliance of District Special Education programs with state and federal laws.
- Assigns, monitors, supervises and evaluates classified and certificated personnel for the purpose of assuring quality and compliance in their work activities.
- Assists the Director of SELPA and Student Support Services in interviewing and selecting new personnel for assigned positions.
- Prepares program budgets for District planning and exercises control over the expenditure of program budgeted funds.

- Submits reports and recommendations to the Director of SELPA and Student Support Services as required.
- Serves as chairperson of IEP teams, as assigned by the Director of SELPA and Director of Special Education and utilizes alternative dispute resolution strategies as appropriate.
- Assists in the dissemination of information to parents regarding Special Education students' rights, responsibilities, and expectancies, including due process procedures.
- Coordinates activities of the Department of Special Education with other District departments, outside agencies, and professional personnel.
- Participates in Student Support Services leadership and District leadership teams.
- Facilitate effective communication between individuals with exceptional needs, parents, regular classroom teachers, special education teachers, agencies, administrators, support personnel, instructional aides, and typical peer populations.
- Assists the Director in planning and developing the need for new programs; plans and provides professional development.
- Provides ongoing consultation and guidance on the use of evidence-based practices and innovative strategies and materials which enhance the educational progress of special education students; consults with teachers, administrators, and parents regarding the operational aspects of special education programs.
- Maintains current knowledge of special education laws, regulations, processes and procedures as it applies to maintaining legally compliant services to special education students including monitoring and implementation of settlement agreements and California Department of Education corrective actions.
- Conducts administrative due process resolution sessions, mediations and fair hearings.
- Provides technical assistance to and addresses problems related to special education program implementation at school sites.
- Regularly visits school sites and conducts walk-through of special education classrooms to assist principals and other administrators in special education instruction.
- Works closely with the Transportation Department relative to problems of transporting students with disabilities who require transportation services.
- Supervises administrators and teachers in the development of Individual Transition Plans for students with disabilities and in the development and implementation of appropriate transition services.
- Performs other District tasks, as assigned.

**PHYSICAL REQUIREMENTS:**

**Physical abilities** include the usual and customary methods of performing the job's functions 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.
- Employee 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.