

INCLUSION COORDINATOR**DEFINITION:**

Under the direction of the Director of SELPA and Student Support Services, plans, coordinates, supervises, and monitors the District's instructional, behavioral, and mental health programs to ensure that services respond to the needs of students with disabilities who are served in general education classrooms. Provides supports to administrators, special education teachers, general education teachers, and instructional aides to ensure that students benefit from their educational programs.

QUALIFICATIONS:**Credential:**

- Possession of a California Administrative Credential
- Possession of a California teacher or other related services credential

Experience:

- A minimum of three years of 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.

Education:

- Master's Degree, preferably in a Special Education field

Other:

- Possession of a valid California driver's license

KNOWLEDGE OF:

- State and federal regulations pertaining to Pre K-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
- ABA and discrete trials
- Assistive Technology and Augmentative Communication
- Evidence based practices
- Positive Behavior Interventions and Supports (PBIS)

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 with system wide PBIS, crisis intervention, mental health resource allocations, and general education mental health integration
- As part of a team, design, coordinate, and deliver professional learning related to mental health issues and services to members of the educational team, parents, and students
- Interviews, assigns, supervises, and evaluates classified and certificated staff including Mental Health Instructional Aides and Behavior Support Aides
- Assigns Special Education Instructional Aides and provides ongoing monitoring of assignments and ensures that school sites maintain current instructional aide matrices

- Responsible for supporting Instructional Aides, Mental Health Aides, and Behavior Support Aides and coordinating the initial and on-going instructional aide training as needed.
- Meets with Instructional Aides, Mental Health Aides, and Behavior Support Aides and provides feedback to the Principals and the Director of SELA and Student Support Services regarding Instructional Aide performance and evaluation
- Provides professional development and support on the development of student schedules and programs, preparation of lesson materials, data collection and progress monitoring
- Provides input and training on the development and implementation of fade plans for aide services.
- Provides professional development on prompting and fading and hierarchy of prompting and implementation of behavior plans, data collection, and documentation
- Assists the Director in revising District and SELPA policies and procedures related to Special Education and Special Education services
- Provides expertise on inclusion and collaborates and consults with special education teachers, general education teachers, Instructional Aides, Mental Health Aides, and Behavior Support Aides regarding curriculum modifications and accommodations for students with disabilities, and implementation of positive behavior supports.
- Provides training and support on facilitating communicative and social interactions with peers with and without disabilities.
- Development and implementation of systemic professional development that prepares district personnel to meet the needs of students with disabilities.
- Facilitates the adaptation of the school environment to meet the educational needs of students
- Fosters a climate of ownership of all students and promotes and supports inclusive education at all schools
- Provides ongoing consultation and guidance on the use of evidence based practices and innovative strategies and materials which enhance the educational progress of students; consults with teachers, administrators and parents regarding the operational aspects of special education programs.
- Participates as needed in IEP team meetings for students with mental health services; including acting as LEA Designee
- Submits reports and recommendations to the Director of SELPA and Student Support Services as required
- Facilitates effective communication between individuals with exceptional needs, parents, regular classroom teachers, special education teachers, agencies, administrators, support personnel, Instructional Aides, Mental Health Aides, and Behavior Support Aides and typical peer populations
- 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.
- Participate on and support CEP/ECEP Team and Mental Health Professional Learning Community (PLC)
- Performs other duties as required

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, enter data into a computer, and operate a vehicle.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; navigate around school campuses, 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 itinerant position will be required to work indoors in a standard classroom, outdoors, and come in direct contact with district staff and the public.