

COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) IMPLEMENTATION LEAD

PRIMARY FUNCTION:

Under the supervision of the Director of Special Education (CCEIS Administrator), the CCEIS Implementation Lead is responsible for the school level oversight of the district's CCEIS Plan to address special education significant disproportionality in the areas of Race and Disability.

SUPERVISOR:

Director of Special Education

ESSENTIAL DUTIES AND RESPONSIBILITIES (may include but not limited to the following):

- Serve as a liaison with the CCEIS Administrator to assure compliance with state and federal mandates for CCEIS.
- Compile and analyze quantitative and qualitative data to determine the root cause of disproportionality and track relevant student data.
- Collaborate with the Multi-Tiered System of Success (MTSS) teams to improve intervention options for students.
- Assist CCEIS Administrator to monitor, track, and report on the schools' activities for target student populations.
- Coordinate professional development on CCEIS activities for target student populations.
- Establish infrastructure at each school to identify needs and monitor activities for target student populations.
- Plan for and facilitate quarterly Individual Learning Plan Meetings for identified target population students.
- Attend required CCEIS trainings.
- Coordinate and facilitate support to the local districts in the implementation of recommendations to prevent inappropriate identifications of students.
- Provide professional development activities for the disproportionality area identified in the CCEIS Plan.
- Collaborate with CCEIS team to implement measurable goals and activities for target student populations.
- Use data to inform and monitor progress of target population students for purposes of meeting the targets outlined in the CCEIS Plan.
- Perform other duties as assigned.

DESIRED QUALIFICATIONS AND KNOWLEDGE OF:

- Preferred experience as a School Psychologist, School Counselor, Intervention Specialist, or Special Education Teacher.
- Experience in collecting and evaluating a variety of qualitative and quantitative data.
- Leadership experience working with school administrators, staff, and intervention teams.
- Knowledge of effective practices for professional development and in-service resources and ability to implement.
- Knowledge of effective instructional methods and strategies, appropriate assessment practices, and school improvement research.
- Knowledge of district's curriculum, instructional practices, and assessments.
- Experience planning and facilitating professional development.
- Knowledge of the districts MTSS program, effective intervention methods and strategies, pre-referrals to special education or 504 assessment practices and school improvement research.
- Knowledge of the district policies and procedures, goals and objectives, organizational structure and functions, and labor partners.
- Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to general and special education.
- Knowledge of the district CCEIS Plan and requirements.
- Knowledge of Special Education Significant Disproportionality Process and data collection.
- Training in Understanding by Design (UBD), Social Emotional Learning (SEL), Positive Behavior Support (PBS), culturally responsive pedagogy, and implicit bias practices.
- Interpersonal skills in relating to and understanding the needs of teachers and in using tact, patience, and courtesy

ABILITY TO:

- Communicate effectively, orally and in writing, with members of the school community, both individually and as a group, including formal and public presentations.
- Work effectively with diverse racial, ethnic, linguistic, and socio-economic groups and establish and maintain cooperative working relationships.
- Handle confidential matters with integrity.
- Provide leadership, including decision-making, problem-solving, delegation of authority and skill in facilitating group processes, including consensus building.
- Effectively utilize computer technologies, various software, and programs.
- Cope with a high volume of work and perform multiple tasks.
- Travel to multiple sites/locations.

REQUIRED QUALIFICATIONS AND EXPERIENCE:

- Must possess and maintain a valid School Psychologist, School Counseling or Teaching Credential.
- A minimum of five years of school certificated service experience.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Physical agility to sit, stand, kneel, walk, push/pull/squat, twist, turn, bend, stoop, reach overhead, and periodically lift and/or carry 25 pounds of materials, supplies, etc.
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, and ramps, and to respond to emergency situations.
- Typically, indoor work environment

11/2/2022
SMJUHSD