

## **SPECIAL EDUCATION PROGRAM SPECIALIST**

### **PRIMARY FUNCTION:**

Under the supervision of the Director of Special Education, the Special Education Program Specialist is responsible for coordinating activities related to program placement and curricular resources for students in special education programs.

### **SUPERVISOR:**

Director of Special Education

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

- Serve as a resource and liaison to IEP teams regarding placement considerations in unique and difficult cases.  
Consult with school site staff, district staff, and parents to help implement the Individualized Education Plans (IEP) for students as developed by schools the IEP teams.
- Provide ongoing consultation and guidance to staff and administration on the use of new and innovative methods, strategies, and materials which enhance the education progress of special education students.
- Assist teachers and other professional staff in the development of evidence-based instructional strategies and implementation of best practices in working with students with exceptional needs.
- Assist in monitoring for compliance complaints, Due Process fillings, and coordinated state compliance reviews to promote a thorough understanding of issues related to the provision of mandated services.
- Assist the Director of Special Education in the management of CALPADS IEP data reports.
- Provide training to special education teachers and specialists on the SIRAS web-based special education program.
- Ensure compliance with state and federal regulations, reporting requirements with Department of Education, and department policies and procedures.
- Monitors and facilitate all district regional and specialized educational programs.
- Consult with the district and Santa Barbara County Education Office special education service providers on special education related services.
- Participate in staff development for the district, special education, SBC SELPA, and school site staff development as it relates to supporting student with disabilities.
- Participate in and represents the district at conferences and workshops related to special education: Co-teaching/collaboration, curriculum, English Language Learners, state testing, alternative educational options, IEP compliance and SIRAS.
- Function as liaison between district Special Education office, Santa Barbara SELPA, school special education departments, and community agencies
- Represent district as Local Education Agency (LEA) in offering Free and Appropriate Education (FAPE) based on IEP team recommendations about placement, program, supports, and educational benefit for students receiving special education services.
- Facilitate research-based staff development opportunities, including planning and coordination of special education staff meetings.

- Assist sites coordination of yearly transitional meetings with elementary schools for incoming grade students.
- Perform other duties as assigned

**DESIRED QUALIFICATIONS AND KNOWLEDGE OF:**

- Knowledge of current trends, innovations, and practices in the education of children with disabilities.
- Knowledge of applicable state and federal laws, educational codes, and regulations and case laws about special education.
- Knowledge of major disabling conditions, adaption of core curriculum, and positive interventions supports for student with disabilities.
- Knowledge of educational evaluation and research to support the unique needs of children with disabilities.
- Knowledge of inclusion, mainstreaming, Least Restrictive Environment, Co-teaching, transitional plans, and collaborative learning.
- Knowledge of curriculum development; curriculum modification and adaption for students with disabilities.
- Knowledge of special education continuum of services for students with disabilities and inclusion strategies.
- Knowledge of regulations and policies on state Due Process Compliance and Complaints.
- Knowledge of regulations governing student record maintenance; maintenance of confidential information.
- Knowledge of procedures for evaluating and determination of special education services, supports and educational placements for students with disabilities.
- Knowledge of district policies, practices, and procedures as they relate to special education.

**ABILITIES:**

- Communicate effectively, orally and in writing, with all stakeholders, both individually and as a group, including formal, public presentations.
- Work effectively with diverse racial, ethnic, linguistic, and socio-economic groups and to establish and maintain cooperative working relationships.
- Demonstrate standards of integrity, honesty, ethics, confidentiality, and professionalism.
- Demonstrate integrity in keeping accurate records and insure securing of confidential reports.
- Provide leadership, including decision-making, problem-solving, delegation of authority and skill in facilitating group processes, including consensus building.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures related to special education services, supports and legal responsibilities.
- Utilize computer technologies such as Microsoft programs, excel and data charts, CALPADS, Aeries, SIRAS, Data Quest, Google, and School Improvement Leads data system
- Plan, organize and prioritize work.
- Cope with a high volume of work and perform multiple tasks.
- Travel to multiple sites/locations.
- Work effectively with SBC SELPA, SBCEO and community representatives, and students.

### **REQUIRED QUALIFICATIONS AND EXPERIENCE:**

- Must possess and maintain a valid Educational Specialist Credential and valid California Administrative Credential
- Minimum of five years of experience in a Special Education

### **EDUCATION**

- Master's degree from an accredited college/university.

### **LICENSES AND OTHER REQUIREMENTS**

- Valid California Driver's License.

### **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 judgements and decision.
- 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 environments.