

**Beaumont Unified School District
JOB DESCRIPTION**

TITLE: Special Education Coordinator **REPORTS TO:** Director of Special Education

CLASSIFICATION: Management **WORK YEAR:** 212 Days

SALARY SCHEDULE: 132

TITLE: Special Education Coordinator **CLASSIFICATION:** Certificated Administration

REPORTS TO: Director of Special Education **SALARY SCHEDULE:** 132
and/or Designee

WORK YEAR: 212 Days

GENERAL DESCRIPTION:

The purpose of the Special Education Coordinator position is to support coordination and oversight of the provision of Special Education services ~~serve as the first line administrator for certificated and classified special education staff.~~ Under the direction of the Director of Special Education, the ~~coordinator~~ position plans, organizes, develops, and evaluates programs and procedures designed to improve the educational process and outcomes for special education students. In addition, the Special Education Coordinator assists in the development and implementation of ~~district~~ District policies and budgets relating to the ~~district~~ District program responsibilities; provides leadership in articulating and coordinating the programs through the various ~~district~~ District organizational levels; assists ~~site-level~~ site-level administrators and/or the Director of Special Education in supporting, training, and coaching certificated and classified personnel within the specified program areas.

ESSENTIAL JOB FUNCTIONS ~~FUNCTIONS~~ AND RESPONSIBILITIES:

- Assists in the implementation of special education programs at school sites, observations in special education classrooms, evaluations of education plans, and confers with ~~principals~~ site administration, school psychologists, and others; **E**
- Assists in the formulation of ~~district~~ District policy and procedures for special education programs necessitated by state and federal laws and Title V guidelines as they relate to individuals with exceptional needs, and orients regular and special education program staff regarding these policies and procedures; **E**
- Submits reports and recommendations to the administration on policy, curriculum, and legally required data, as requested by the Director of Special Education; **E**
- Assists the Director of Special Education in planning budget requirements for special education programs and the approval of appropriate special education and support staff expenditures;
- Assists in the ongoing development and evaluation of ~~Intensive~~ intensive Intervention intervention, Response to Intervention (RTI), and special education curriculum and ensures access to the core curriculum materials for special education teachers at each school site; **E**
- Coordinates curricular resources and makes them available for personnel who are in need of resources; **E**
- Assists parents in participating in the special education process including but not limited to identification of the student's needs, individualized education programs (IEP) development, and resolution of disputes; **E**
- Observes, supervises, trains, consults with, and assists with teaching staff in the development and implementation of IEPs for individuals with exceptional needs; **E**
- Implements and monitors programs to assure compliance with federal and state laws and regulations, court decisions, and ~~district~~ District policies; **E**
- Communicates and collaborates with participating districts' special education program staff;
- Coordinates the development and implementation of innovative and creative educational programs for

students with disabilities;

- Assists special education personnel in developing instructional objectives and techniques for implementing IEP's IEPs for individuals with exceptional needs; E
- ~~Oversees and supports the district's student crisis management team;~~
- Monitor and track students placed in Residential Placements, ~~and Non~~ Non-Public Schools, and county programs; monitor and assist student transitions to/from ~~district~~ District programs; E
- Collaborates and coordinates with site administration on the operation of the program and supervision and evaluation of staff;
- Provides direct supervision, coordination, and evaluation of ~~special education certificated, classified and Independent Contractor staff; including but not limited to School Psychologist(s), Speech/Language Pathologist(s), Occupational Therapist(s), Physical Therapist(s), Adaptive Physical Education Teacher(s), Register Nurse(s), LVN(s), Secretary, and Clerk~~ assigned staff; E
- Plans and/or conducts in-service training and staff development programs related to the needs of special education students, including modeling, co-teaching, and demonstration; E
- Coordinates and/or supervises appropriate placement in the least restrictive environment for students with disabilities;
- Counsels with parents and school personnel; assists parents and teachers as appropriate regarding programs and activities for students with disabilities; E
- ~~Participates in IEP meetings and BIP/PBSP development;~~
- ~~Assists in the screening and selection of candidates for credentialed, classified, and Independent Contractor special education program positions;~~
- ~~Participates in the selection of new staff and placement of special education certificated, classified and Independent Contract personnel;~~
- Assists and participates in the screening and selection of staff, including independent contractors, in special education program positions;
- Analyzes, develops, and offers alternative problem solutions to a variety of complex issues and concerns; E
- Facilitates and monitors purchase of materials for assigned programs;
- Assists special education personnel in the development and implementation of transition services for special education students and in developing appropriate and meaningful Individual Transition Plans (ITP) for students 16 years of age or older;
- Develops and implements in-service training programs for certificated and classified staff, both regular and special education; E
- Assists in the articulation of special education programs among preschool programs, elementary schools, middle schools, ~~and~~ high schools, and the adult transition program; E
- Assists in the delivery of support services to individuals with exceptional needs;
- Under the guidance of the Director of Special Education, assists site principals in facilitating and co-chairing IEP meetings as necessary;
- Assists the Director of Special Education with the implementation of student placements, including those in non-public schools, private schools, and state schools; E
- Assists in monitoring special education caseload and class size; E
- Works with the transportation department relative to the coordination of transporting special education students to appropriate programs; E
- Assists as liaison to ~~district~~ District office, ~~district~~ District leadership team, community agencies, state and county schools and services, private schools, State Department of Education/Special Education Division, and parent and professional groups in interpretation of ~~district~~ District special education programs; E
- Participates in due process hearings, complaint and compliance investigations, ~~and district~~ District self-review of compliance; E
- Monitors the special education services of identified students who are fully included in the regular education classroom, and consults with assigned case managers; E
- Makes presentations to professional organizations and groups as requested;

- Plans and coordinates observations for visitors in special education programs; **E**
- Revises and updates current special education teacher handbook and assumes responsibility for ongoing maintenance and evaluation of the special education materials; **E**
- Assists in the development of low low-incidence requests;
- Adheres to and implements the certificated and classified collective bargaining agreements; E
- Performs job assignment safely for the purpose of protecting people and property; E
- Performs other related duties as assigned.

E = Essential functions

MINIMUM JOB REQUIREMENTS/QUALIFICATIONS:

Credentials and Education:

- ~~Possession of or the ability to qualify for a valid California Administrative Services Credential by the date of hire;~~
- ~~Must have at least five (5) years of experience as a Special Education Teacher, School Psychologist, or Related Service Provider in the education of individuals with exceptional needs;~~
- ~~Master's Degree from an accredited institution of higher education university;~~
- Valid Administrative Services Credential;
- Valid California Multiple Subject Teaching Credential, Education Specialist Instruction Credential, and/or Pupil Personnel Services Credential.

Experience:

- Five (5) years of experience as a Special Education Teacher, School Psychologist, or related service provider in the education of individuals with exceptional needs.

Licenses, Certifications, and Testing:

- Pass a pre-employment physical and drug test;
- A current and valid Tuberculosis (TB) clearance;
- Fingerprint clearance for school personnel;
- Must possess a valid California Driver License during the course of employment and be insurable by the District's liability insurance carrier.

DESIRED QUALIFICATIONS:

- ~~A Doctorate in Special Education, Education, or related field of study from an accredited institution of higher education.~~

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge and skills of:

- Special education law, SELPA Local Plan, and Title V regulations;
- Special education eligibility criteria, assessment, and prescriptive techniques, matching learning needs to learning modalities;
- Basic needs and limitations of students with exceptional needs;
- General Education curriculum and ~~Site~~ site-level programs;
- Special Education programs and curriculum;
- Conflict resolution and mediation strategies;
- ~~Office procedures and practices, including filing systems, receptionist and telephone techniques;~~
- District policies and state and federal laws;
- Research findings, recent trends, and current legislation relating to the education of students with exceptional needs, including appropriate behavioral interventions;
- Implement conflict resolution strategies to yield a positive outcome;

- Student and assessment databases;
- Rules, regulations, policies, and procedures related to public education; state and federal laws;
- Standard office equipment and computer applications including Microsoft Office and Google Suite environments, with expertise in Excel, PowerPoint, and Adobe;
- Modern office methods, procedures, and equipment, including record-keeping principles, methods and procedures, filing systems, letter and report writing.

Ability to:

- ~~Interpret and apply pertinent school district procedures, policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations;~~
- Compose routine correspondence;
- Make arithmetical calculations quickly and accurately;
- ~~Meet the public tactfully and courteously and answer questions correctly;~~
- ~~Compile and maintain accurate records and files;~~
- ~~Compose clear, complete, and concise reports and other written materials using correct grammar and spelling;~~
- ~~Communicate orally, clearly, and effectively;~~
- ~~Understand and implement complex oral and written directions;~~
- ~~Develop and maintain cooperative relationships with lay and professional individuals and groups, districts' staff, and parents;~~
- ~~Work effectively with professional and paraprofessional personnel;~~
- ~~Analyze data and work with staff on site improvement activities designed to enhance the learning of all students;~~
- ~~Interact effectively, honestly, and in a timely manner with multiple constituencies, including teachers, paraprofessionals, parents, students, and districts' personnel.~~
- Have a high tolerance for ongoing stressful situations;
- Work with deadlines and under pressure;
- Maintain the confidentiality and security of sensitive information;
- Compile and maintain accurate records and files;
- Analyze situations, identify needs, prioritize, solve problems independently, as appropriate, and take appropriate action in a variety of procedural matters, without immediate supervision;
- Read, interpret, apply, and explain rules, regulations, policies and procedures related to public education, and specific to Beaumont Unified School District, and apply them with good judgment in a variety of situations;
- Communicate effectively using a variety of mediums, employing correct spelling, grammar, punctuation, and vocabulary;
- Understand and follow complex, multi-step, oral verbal and written instructions in English;
- Learn and support new and fast-changing technologies;
- Promote team building and a positive work environment;
- Maintain a neat and clean appearance, and courteous demeanor at all times;
- Be flexible, exhibit integrity, and exercise mature judgment;
- Establish and maintain cooperative relationships displaying interpersonal skills using tact, patience, and courtesy while demonstrating exemplary customer service in working with students, staff, and the public.

PRE-EMPLOYMENT REQUIREMENTS:

- ~~Pre-employment physical and drug test;~~
- ~~A current and valid Tuberculosis (TB) clearance;~~
- ~~Fingerprint clearance for school personnel;~~
- ~~Possession and maintenance of a valid and appropriate California Driver's License; have an acceptable driving record; and be insurable at standard rates by the district's insurance carrier and maintain such insurability during the course of employment.~~

PHYSICAL ABILITIES AND WORKING CONDITIONS:

The work environment and physical characteristics described here are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

	Number of Hours				
	<u>0-2</u>	<u>3-4</u>	<u>4-5</u>	<u>6-8</u>	<u>N/A</u>
1. <u>Mobility</u>		X			
2. <u>Use of depth perception and ability to focus</u>				X	
3. <u>Standing, walking</u>			X		
4. <u>Sitting</u>			X		
5. <u>Twisting, stooping, bending over</u>		X			
6. <u>Crawling, climbing</u>	X				
7. <u>Reaching overhead-above the shoulders</u>	X				
8. <u>Crouching, kneeling, and balancing</u>	X				
9. <u>Pushing or pulling</u>	X				
10. <u>Lifting or carrying up to 25 lbs.</u>	X				
11. <u>Hearing acuity for conversations or other sounds</u>				X	
12. <u>Use of voice in face to face conversations or during telephone conversations</u>				X	
13. <u>Gross muscle use of arms and legs</u>				X	
14. <u>Handling, grasping, and feeling objects</u>				X	
15. <u>Repetitive use of dominant hand</u>				X	
16. <u>Fine dexterity with both hands</u>				X	
17. <u>Exposure to stairs, ramps or uneven ground</u>				X	
18. <u>Working around equipment and machinery having moving parts and generating heat</u>		X			
19. <u>Contact with toxic substances</u>	X				
20. <u>Exposure to dust, gas, or fumes</u>	X				
21. <u>Work in varied temperatures</u>				X	
22. <u>Operating a motor vehicle</u>	X				
23. <u>Use of a ladder</u>	X				
24. <u>Subject to frequent interruptions</u>			X		
25. <u>Viewing a computer monitor</u>				X	
26. <u>Contact with distraught or abusive individuals</u>			X		

PHYSICAL DEMANDS:

The following physical characteristics are representative of those that must be met by an employee to successfully and safely perform the essential functions of this job:

- Mobility sufficient to move about, stand, and/or sit for extended periods, and access all locations in the work environment;
- Manual skill to appropriately control and manipulate objects, tools, materials, and equipment used on the job, including a telephone and a computer;
- Flexibility and strength to reach with hands and arms, bend and stoop;
- Facility to hear and understand speech at normal room levels, and to hear and understand speech, both in the classroom and on telephone communications;
- Facility to speak in audible tones those others may understand clearly in normal conversations, both in the classroom and on telephone communications;

- Facility to see, read and distinguish colors, with or without vision aids; computer screens equipment used in the work environment, instructional materials, training materials, written directions, rules, policies, calendars, agenda, manuals and other printed matter;
- Physical strength and agility to push, pull, squat, twist, turn, and lift and carry bulky objects of up to 25 pounds with or without assistance;
- Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions;
- High tolerance for ongoing stressful situations.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions in the work environment. This environment may be expected to include: moderate noise level that may occasionally be very noisy, frequent interruptions.

	Number of Hours								Number of Hours						
	0	0-1	1-2	3-4	4-5	5-6	7+		0	0-1	1-2	3-4	4-5	5-6	7+
1. Sitting					XX			13. Repetitive Use Of Foot Control							
2. Standing			XX					a. Right Only							
3. Walking			XX					b. Left Only							
4. Bending Over		XX						c. Both	XX						
5. Crawling		XX						14. Repetitive Use Of Hand							
6. Climbing		XX						a. Right Only							
7. Reaching Overhead		XX						b. Left Only							
8. Crouching		XX						c. Both					XX		
9. Kneeling		XX						15. Grasping							
10. Balancing		XX						a. Simple/Light							
11. Pushing or Pulling		XX						(1) Right Only							
12. Lifting or Carrying								(2) Left Only							
a. 10 lbs. or less								(3) Both			XX				
b. 11 to 25 lbs.								b. Firm/Strong							
c. 26 to 50 lbs.								(1) Right Only							
d. 51 to 75 lbs.								(2) Left Only							
e. 76 to 100 lbs.								(3) Both		XX					
f. over 100 lbs.								16. Fine Dexterity							
								a. Right Only							
								b. Left Only							
								c. Both					XX		

Yes No Description
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17	Driving cars, trucks, forklifts and other equipment	XX	
18	Walking on uneven ground	XX	Stairs, Ramps, Grounds
19	Exposure to dust, gas, or fumes	XX	Toxic substances
20	Exposure to marked changes in temperature or humidity	XX	Frequently Outdoors

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