



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Coordinator, SELPA

Class Code: 1157

Work Days: 210

GENERAL PURPOSE

Train and consult with special education staff at the school district level; plan programs and curricular resources and evaluate the effectiveness of programs for individuals with exceptional needs; facilitate staff and program development related to the unique methods and approaches of providing special education services; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises direct supervision over professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
2. Provide training and consultation on the use of new and innovative methods, strategies, and materials that enhance the education progress of special education students; and consult with directors, administrators, teachers, and parents regarding the operational aspects of a special education program.
3. Facilitate the provision of assistance to students, parents, teachers, administrators, and other staff in solving school-related problems and coordinating instructional programs between home and school.
4. Review Individualized Education Programs (IEP), which include annual goals and short-term objectives for exceptional students, and provide special education staff with appropriate curricular resources to ensure IEP objectives are organized sequentially.
5. Serve as a resource and liaison to IEP team administrators/management regarding placement consideration, IEP supports, services, and placement in unique and challenging complex cases.
6. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.

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7. Consult with directors, administrators, special education staff, teachers, parents, and students to modify regular education programs for students determined to be ineligible for special education services.
 8. Coordinate assessments conducted by various professionals within the school and community.
 9. Oversee and monitor specific grant expenditures to ensure fiscal allocations align with the grant parameters and make expenditure recommendations to the SELPA Director.
 10. Prepare teachers and other professional staff for annual or requested reviews and participate in program reviews as necessary in unique or difficult situations.
 11. Advise district administration in preparing for State and Federal Compliance Improvement and Monitoring Reviews.
 12. Oversee and monitor specific grant expenditures to ensure fiscal allocations align with the grant parameters and make expenditure recommendations to the SELPA Director.
 13. Coordinate and lead workgroups to address current trends, topics, and concerns in special education with the outcome of developing materials, templates, and professional development for SELPA and member Local Education Agencies; and review and revise current practices and guidelines.
 14. Demonstrate attendance sufficient to complete the duties of the position as required.
 15. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
2. Basic operations, services, and activities of special education programs.
3. IEP Planning process and continuum of program options.
4. Instructional methodologies and strategies used to teach students with special education needs.
5. Principles of behavioral management and curriculum development appropriate for special education students.
6. Principles and procedures of program assessment and evaluation.
7. Basic procedures, methods, and techniques of budget preparation and control.
8. Procedures and requirements of the annual review process.
9. Recent developments, current literature, and sources of information related to special education services, planning, and administration.
10. Special education funding model.
11. Community resources, agencies, and applicable referral processes.
12. California Education Code, California Administrative Code, and other pertinent federal, state, and local laws, codes, and safety regulations, as well as the policies, rules, and regulations of the Orange County Department of Education.

Ability and Skill to:

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1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional, technical, and/or clerical employees; and effectively delegate authority and responsibility.
 2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
 3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
 4. Develop and present training materials.
 5. Correlate diagnosed learning disabilities into written, measurable, and accountable objectives and provide the appropriate curriculum to meet student needs.
 6. Utilize a multi-disciplinary assessment to implement an appropriate special education program.
 7. Understand and interpret pertinent State Education and Administrative codes, policies, and procedures.
 8. Establish and maintain effective working relationships with various constituencies.
 9. Interpret and explain laws, codes, contracts, policies, and procedures.
 10. Prepare clear and concise correspondence, reports, and other written materials.
 11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 12. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in special education, educational psychology, or a related field and four (4) years of academic experience involving special education programs or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing instruction or service in a public school program.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and may move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

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

Employee typically works in an office environment that is variably paced with moderate to high pressure.