



Job Title: Coordinator of Student Support Services

Reports to: Director of Student Support Services Services

Definition:

Under the direction of the Director of Pupil Services, plan, organize, and coordinate assigned special education programs; including the education instructional training program design and delivery systems to ensure optimal educational opportunities and growth experiences; to participate in the District special education planning activities; to coordinate and supervise all special education programs; supervise and evaluate special education staff; and to do other related functions as directed.

Essential Functions:

- Assist the Director in operating special education programs.
- Models participatory management in reflecting the mission, value and goals of the district.
- Assists with the recruitment of certificated and classified staff, interviewing and hiring.
- Assists with conducting the District IEP meetings and due process complaints.
- Advises, counsels, and assists members of the District and special education advisory groups to ensure thorough and complete communication relative to the special education program.
- Assists in planning, organizing and conducting orientation and in service programs for program staff, parents, and the general school community.
- Assists with inter- and intra-district transfers and open enrollment.
- Confers, counsels, and advises program personnel and site administrators regarding program problems and concerns and recommends alternative solutions.
- Plans, organizes, and coordinates curriculum instruction and training requirements and ensures that appropriate materials, supplies and equipment are readily available to meet individual student needs.
- Supervises assigned special education classrooms and assigns teachers to assure compliance to State and Federal regulations, functional curriculum and/or focus on essential learning standards and accountability.
- Supervises and evaluates special education staff.
- Manages recordkeeping and adheres to rules and regulations as directed by law, board policies, and administrative regulations.
- Assists the administration of the special education summer school.
- Provides leadership in the development of processes, strategies, and feasibility planning, recommending the necessary human and monetary resources to meet expectancies for student results.
- Determines and directs the priorities, work schedules, and production of the pupil services staff.
- Assumes other duties as assigned.
- Serves as site administrator and supervisor for the SDC Preschool Program.

Secondary Functions:

- This is a single position classification. All duties assigned are considered essential.

Experience and Education:

Any combination of experience and training that would provide the knowledge and skills necessary for the position.
Certification, Licenses, and Other Requirements:

- Three years of successful teaching in the area of special education or experience coordinating special education functions and activities, including experience or knowledge of the E.D. population and programming for these students.
- Equivalent to a completion of an earned Master's or higher degree from an accredited college or university in special education curriculum and/or instructional programming; or a field sufficiently related to ensure performance success.
- California Administrative Services Credential and California Special Education Teaching Credential or Clinical Rehabilitative Services Credential or Pupil Personnel Services Credential.
- Valid California Driver's License



Knowledge of:

- Principles, methods, trends and strategies pertaining to the education of students with exceptional needs representing both the non-severely handicapped and severely handicapped.
- Current curriculum and instructional trends for students in Resource Specialist Program, Special Day Classes, Autistic Classes and functional curriculum for the severely handicapped.
- State assessment of all special education students, including N.C.L.B. requirements.
- Program supervision and evaluation focused on student outcomes.
- Legal aspects, district and state policies and regulations pertaining to the identification and education of students with exceptional needs.
- Evaluation techniques for determining program and personnel performance effectiveness.
- Knowledge of and trained in NCPI techniques to handle student behavior issues.

Ability to:

- Assist staff in implementation of student Individual Education Programs and attaining strong student outcomes.
- Provide specialized staff and administrative support for the organization of an effective instructional program, and demonstrate effective administrative leadership.
- Analyze program needs and concerns, and formulate effective alternative solutions.
- Communicate effectively in oral and written form occasionally utilizing a technical and research oriented format.
- Understand and carry out oral and written directions within a professional accountability system.
- Establish and maintain cooperative working relationships.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.

Body Movements: Regular Activities: conduct verbal conversation; hear normal range verbal conversation; sit, stand, stoop, kneel, bend and walk; sit for sustained periods of time; stand for sustained periods of time, climb slopes, stairs, steps, ramps and ladders; exhibit full range of motion for shoulder external and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, knee flexion; demonstrate the manual dexterity necessary to operate computer keyboard.

Lifting Requirements: Employees assigned to this classification lift, carry, and/or move objects weighing up to 10 pounds. Occasionally, lift, carry, and/or move objects weighing up to 25 pounds.

Vision Requirements: Ability to read handwritten or typed documents and the display screen of various office equipment and machines; vision which allows accurate observation from a distance.

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.

Position Environment

School site environment; subject to frequent interruptions; demanding timelines; contact with employees and the public.

Exposures, Risks and Hazards

Normal risks and hazards associated with: (1) operating computers and computer-related equipment and (2) working with students who have emotional and behavioral issues.

Governing Board Approved: November 15, 2005

Revised: June 17, 2014