

NATOMAS UNIFIED SCHOOL DISTRICT
PROGRAM SPECIALIST

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

DEFINITION

To assist the Coordinator of Special Education in all areas relating to the education of all special education students age 3-21 residing in the District.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Coordinator of Special Education.

Provides general direction and support to certificated and classified employees who work with District special education students age 3-21.

ESSENTIAL FUNCTION STATEMENTS--Essential responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

1. Assist in identifying appropriate placements and services for special education students through the Individualized Education Plan (IEP) process.
2. Facilitate and monitor placement of special education students in District, out-of-District and County programs, non-public schools and state programs, including residential programs. Ensure that expelled special education students receive appropriate services pursuant to their IEPs.
3. Participate in Program Specialist meetings within the Sacramento County Special Education Local Plan Area (SELPA); stay abreast of new trends and innovations in special education.
4. Maintain effective communication with parents; respond promptly to parent requests/inquiries; participate in IEP meetings, Student Study Team meetings, as appropriate, and parent conferences, as appropriate.
5. Coordinate provision of special services to special education students by other agencies.
6. Provide general direction and support to staff implementing special programs,

including grant programs, that benefit special education students.

7. Provide staff development regarding special methods and approaches and new developments in special education law.
8. Develop parent education programs.
9. Observe, consult with, and assist certificated and classified special education staff members. Assist special education personnel in developing instructional objectives and techniques for implementing IEPs.
10. Collaborate with other agencies that serve special education students prior to age 3 and after graduation or age 21, whichever comes first, to ensure smooth transitions for students.
11. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs.
12. Represent the District in mediation and due process hearings, as appropriate.
13. Respond to and resolve concerns and complaints from parents and the general community.
14. Assist in developing extended year programs.
15. Assist teachers in developing appropriate and meaningful individual transition plans and in implementing transition services for students 14 years of age or older.
16. Perform related duties and responsibilities as required.

QUALIFICATIONS

Knowledge of:

Special education laws.

The IEP and assessment processes.

Mediation and due process hearing procedures.

Curriculum, special programs and special methods and approaches for special education students, age 3-21.

The role of other agencies in providing services to special education students pursuant to their IEPs.

The unique educational needs of students with disabilities.

Principles of supervision and training.

District, out-of-district and County programs, non-public schools and state programs that serve special education students.

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Ability to:

Plan, organize, direct and coordinate the work of certificated and classified staff.
Facilitate IEP meetings and prepare appropriate written IEP documents.
Research, analyze and evaluate new instructional methods/techniques.
Communicate clearly, concisely, and tactfully, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.
Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
Make sound decisions and demonstrate outstanding judgement in difficult situations.

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education

Master's degree or equivalent.

License or Certificate

The Program Specialist is required to have a valid Special Education Credential or School Psychologist authorization.

Experience

Minimum of three years public school experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of learning handicapped, behavior disordered and severely handicapped students, assessment and prescriptive techniques and matching learning needs to learning modalities. Experience designing and providing inservice training for professionals and parents.

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12/11/02