



Sequoia Union High School District

Job Description

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| JOB TITLE: | Special Education Coordinator |
| ADMINISTRATIVE RELATIONSHIP: | The Special Education Coordinator reports directly to the Director of Special Education. |
| CLASSIFICATION: | Certificated Management |
| REQUIREMENTS | Possession of a valid California credential authorizing pupil personnel services as a School Psychologist or Social Worker; or credential authorizing work as a Mild/Moderate or Moderate/Severe Education Specialist; or credential authorizing work for Speech and Language services; and possession of an Administrative Credential; possession of a masters degree in counseling, social work or psychology desired; experience working with students receiving special education services with mental health needs in a school setting; experience developing and delivering professional development desired. |
| SALARY SCHEDULE: | Certificated Management Salary Schedule--Coordinator II |
| WORK - YEAR / HOURS: | 222 days |
| LOCATION: | Various |
| BOARD APPROVAL: | June 25, 2014 |

BRIEF DESCRIPTION OF POSITION

Under supervision, provides support and assistance to the Director of Special Education, including, but not limited to, supervision and evaluation of staff, administrative support as needed for specialized programs, assistance with due process hearings, and the facilitation of student placements. This position also provides coordination and oversight of mental health special education services for students with Individual Education Plans (IEPs) in the Sequoia Union High School District, to include coordinating services for students with IEPs in residential and non-public schools (NPS). Designs and delivers training in the area of mental health for parents and district staff.

DISTINGUISHING CHARACTERISTICS

Knowledge of:

Special education programs and the IEP process; California Master Plan for Special Education and the federal Individuals with Disabilities Education Act (IDEA); mental health related community and state resources; behavioral change theories and practices including early intervention positive behavior supports; tiered intervention practices; effective staff development methods; special needs students and their behaviorally or educationally based mental health needs.

Skill and Ability to:

Establish and maintain effective working relationships with individuals and groups; conduct effective meetings and conferences; communicate concepts and information accurately orally and in writing including the preparation of formal statistical reports, case histories, assessment, and intervention records; demonstrate effective liaison relationships with parents, schools, and agencies; coordinate activities from many sources for the benefit of an individual student; organize work and provide effective services within a limited timeframe; develop, coordinate and deliver relevant training to parents and professional development to staff; assist with program development.

DUTIES AND RESPONSIBILITIES

- Provides mental health related support services to district mental health educational teams including case consultation and advice concerning student status, diagnosis, and treatment
- Collaborates with public and private agencies to offer mental health services and programs that foster pro-social skills and appropriate behavior
- Acts as a resource to Local Education Agency (LEA) staff members regarding mental health services and the transition process for students placed in residential treatment facilities
- Reviews referrals of students who need intensive mental health services to ensure that Least Restrictive Education (LRE) options have been considered and SELPA criteria has been met
- Participates in student IEP meetings

- Provides case management services for IEP-driven residential placements
- Maintains and facilitates communication with and between families and NPA mental health staff
- Develops transition plans for returning students and assists with implementation
- Collects data and prepares a variety of reports, including detailed case histories, assessment and intervention records
- Assesses training and professional development needs of parents and members of the educational team
- Designs, coordinates and delivers professional development related to special education services, including mental health services, to members of the educational team

- Designs, coordinates and delivers trainings related to mental health and other special education services to parents of students recommended for or receiving educationally based mental health services
- Assists Director of Special Education in the evaluation and supervision of staff
- Processes student discipline in special programs and assists sites in the development of behavior support plans and facilitation of manifestation determination meetings
- Performs such other tasks and assumes such other responsibilities as the Director of Special Education may designate.

PHYSICAL REQUIREMENTS

The physical abilities required of this classification may include the following:

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and stacks of papers and instructional materials.
- Physical ability to reach, lift, bend and grasp in order to manipulate instructional materials.

OTHER REQUIREMENTS

Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments (mileage reimbursed); willingness to travel as needed.