

CURRICULUM PROGRAM SPECIALIST – SPECIAL EDUCATION MODERATE/SEVERE

BASIC FUNCTION:

Under the direction of the Director, Pupil Personnel Services, provide expertise and assistance in meeting the needs of students with disabilities; provide support in the form of consultation, coaching, one-to-one and group presentations, classroom support, and information for effective instructional strategies for general educators, special education teachers and other personnel who provide instructional services to children and adolescents with disabilities; provide support and assistance to district staff in providing “best practice” academic and behavioral supports and interventions; provide support and assistance to school sites and school IEP teams in the development of IEPs or with more difficult IEP meetings.

ESSENTIAL JOB FUNCTIONS

Assist with the development and maintenance of special education instructional programs to meet federal and state mandates.

Recommend instructional strategies related to special education.

Provide consultation and instructional support to address the needs of special education students.

Provide general support to sites in the area of behavioral issues which includes assisting sites with student discipline, complaint issues arising around mental health needs and behavioral issues, coordinates, tracks, monitors manifestation determination meetings and positive behavioral support systems (PBIS) planning.

Facilitate the maintenance of a variety of records and files and coordinates data collection to monitor student progress.

Provide instruction in analyzing data and modifying curriculum and instructional strategies.

Communicate with site administration, parents, teachers, and support staff.

Participate in trainings and professional development as appropriate.

Attend and participate in site and District level meetings.

Attend and represent the District in IEP meetings for District students placed in agencies outside of the District (e.g. non-public schools, San Bernardino County Superintendent of Schools, California School for the Deaf).

Facilitate the participation of District special education students in the California Assessment of Student Performance and Progress (CAASPP) system by providing training and support to staff.

Support school site IEP teams in decision making by facilitating parent observation of program options.

Provide academic assessment of District special education and potential special education students as needed.

Maintain and monitor use of Low Incident Equipment by District special education students.

Consult with, assist and facilitate the work of special education staff in the areas of core curriculum, modifications and adaptations, technology, materials and resources, mainstreaming and social integration of students, transition and placement of students, behavior management, compliance issues and assessment.

Deliver in-service presentations to individuals, school sites, small clusters, program specific groups, departments, parent and administrative groups.

Provide in-service in curriculum development, compliance issues, assessment, behavior management techniques and collaboration between regular and special education staff.

Meet with site administration to determine site special education needs and assists with SST, IEP, and Behavior Intervention Plan (BIP) development.

Collaborate with Curriculum Program Specialists, Special Education Teachers, Speech Language Pathologists, ERMHS Counselors, APE teachers Psychologists, Coordinators, and general education staff.

Prepare reports and recommendations to the administration on policy, curriculum, and legally required data as requested by the Director, Pupil Personnel Services. Assists in maintaining compliance of district special education programs with state and federal laws.

Assist with referrals for related services provide by SBCSS and/or East Valley SELPA.

Attends required professional development and collaborates with program specialists from the East Valley SELPA.

Assist with the implementation of IEP services when appropriate

Assist IEP teams prepared for high profile or contentious IEP meetings.

OTHER FUNCTIONS

Perform related duties as assigned.

KNOWLEDGE AND ABILITY

Use of computer-assisted instruction, assistive technology and other instructional technology.

Knowledge of all relevant special education laws and due process procedures

Ability to develop legally defensible IEPs in accordance with current Best Practices and IDEA/California Education code.

Current state and federal regulations related to special education, resources and materials available for use in special education curriculum.

Student assessment methods, research bases underlying best practices in special education.

Classroom management techniques.

Ability to work and communicate effectively with a variety of professional, para-professional, and non-professional individuals.

Effectively communicate and maintain cooperative relationships with those contacted during the course of work both orally and in writing.

Develop, write, and implement effective behavioral plans including data collection.

Develop behavioral programs and monitoring.

Assess student skills, behavioral challenges, and social skills.

Share and demonstrate knowledge of behavioral analysis, positive discipline techniques, and effective practices.

Plan and implement quality in-service programs for staff. Plan and develop trainings for parents and the community.

Prepare and maintain a variety of comprehensive reports, records, and files.

Meet schedules and timelines.

Plan and organize work.

Incorporated within one or more of the previously-mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

Ability to work at a desk and in meetings of various configurations.

Ability to read printed matter and computer screens.

Ability to communicate so others will be able to clearly understand a normal conversation.

Ability to understand speech at normal levels.

Ability to bend, twist, stoop and reach.

Ability to push, pull, and transport instructional materials.

Ability to drive a personal vehicle to conduct business.

EDUCATION AND EXPERIENCE

Master's Degree in special education, psychology, counseling, behavior analysis, behavior science, human development, social work, or a related field desired.

Three years of successful teaching experience in a special education setting at the elementary or secondary level.

Experience working with school staffs to implement program goals, utilizing and adapting core curriculum for special needs students.

Bilingual in Spanish desired.

CREDENTIAL

Must possess a valid California Moderate/Severe, or equivalent, credential.

Must possess an authorization to teach English language learners.

Must possess a valid California driver's license.

Must possess Board Certified Behavior Analyst (BCBA)