

PALISADES CHARTER HIGH SCHOOL

SPECIAL EDUCATION COORDINATOR

Department/Division:	Special Education
Reports To:	Director/Assistant Principal—Student Support Services
Provides Direction To:	Certificated/Classified Staff
FLSA Exemption Status:	Management
Date Prepared:	May 8, 2022
Salary Range:	Management Salary Schedule

Palisades Charter High PCHS

DEFINITION

Under the direction of the Director/Assistant Principal—Student Support Services assists with coordination of Palisades Charter High PCHS (PCHS) Special Education Services to students in alignment with state and federal mandates; provides leadership in the planning, implementation of all special education programs serving PCHS students; assists in the planning, development, and conduct of staff development and staff training programs; participates in staff, student and community activities; provides program specialist support to secondary special education students; organizes, directs, evaluates and supervises assigned certificated and classified staff.

DISTINGUISHING CHARACTERISTICS

The Special Education Coordinator is directly responsible to the Director/Assistant Principal—Student Support Services and assists with the supervision and implementation of all program components to ensure total program compliance. The Special Education Coordinator classification requires that the incumbent has current expertise in Special Education, subject matter expertise in educational programs, curriculum, instructional strategies and technology. The Special Education Coordinator position requires the ability to make decisions that have a critical impact on the goals, organization and administration of the Special Education program and services. An effective Special Education Coordinator will facilitate students, teacher, parents and the local community in building a PCHS environment that maximizes student learning, academic performance and positive social growth.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists with supervision and implementation of all program components to ensure total program compliance.
- Coordinates with campus testing coordinator and Special Education teachers to ensure that Individualized Education Plans (IEP) testing accommodations are implemented.

- Assists with supervision of Extended School Year (ESY).
- Assists with coordination of SDP classes, SELPA Regionalized Programs, nonpublic schools (NPS) and residential treatment center (RTC) placements.
- Coordinates Educationally Related Intensive Counseling Services (ERICS) and coordinates visits to residential treatment facilities.
- Coordinates, facilitates and evaluates the entire IEP development and implementation process; serves as administrator at IEP meetings as needed.
- Designs, implements and evaluates comprehensive training and professional development programs for special education teachers, general education staff and parents; identifies instructional techniques and strategies that improve the achievement of special education students in both special education and general education classes; provides classroom support.
- Analyzes data and applies the analysis in assisting Director/Assistant Principal of Academic Achievement and special education staff in implementing age/grade appropriate programs and services for special education students.
- Participates in the design, coordination and implementation of collaborative programs that support Least Restrictive Environment (LRE).
- Monitors the implementation and compliance of student IEPs.
- Monitors staff activities to ensure that all mandated timelines are met.
- Enforces state laws, policies and rules relating to student discipline and attendance, and interprets such laws, policies and rules to teachers, parents, students and community; assists with suspension/expulsion procedures for special education students.
- Assists with publication of newsletters, brochures, and other communications that describe special education programs and services; assists in the development of a special education website; participates in an active public information and public relations program as it relates to special education.
- Keeps current with laws and regulations regarding special education procedures and the placement of students in programs both in and out of the PCHS.
- Develops and revises departmental forms and procedures as needed.
- Coordinates special education services and activities with other school districts, including feeder schools, general education teachers and staff.
- Attends, prepares, and actively participates in all PCHS grade level meetings as set by PCHS staff.
- Serves on PCHS, local, county and state committees as assigned.

- Coordinates with the Director/Assistant Principal—Student Support Services to screen, select, assign, supervise, and evaluate performance of certificated and classified Special Education staff members in accordance with PCHS-adopted guidelines for evaluation; recommend performance improvement strategies, discipline, reassignment, or termination action, as appropriate; document evidence of substandard performance.
- Serves as the liaison to the Deans' Office regarding special education issues and student behaviors.
- Serves as the SSD coordinator.
- Maintains a caseload for NPS/RTC students and legal cases.
- Attends workshops and conferences to enhance leadership and management capabilities; shares and exchanges information and maintains current knowledge of Special Education and the educational field.
- Operates a personal computer, experience with Special Education programs and software, working understanding of common student devices and other office equipment.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Applicable state and federal laws, regulations, and compliance requirements governing special education programs in California
- State funding allocation methods
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards and Curriculum Frameworks, including knowledge of ways to use technology to support instruction and other functions for Special Education students
- Primary tenets of a Professional Learning Community
- Quality supervision, effective instruction, models of teaching and instructional strategies to address the needs of Special Education students
- Management and leadership styles
- PCHS safety, discipline, and supervision
- Education Code, local policies, state, and federal laws relating to minors
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints
- Analyze complex situations and prepare response alternatives for consideration by decision-making groups
- Plan, direct, and supervise the work performed by teachers, professional staff, and others

- Establish and maintain an effective, collaborative learning climate
- Interact effectively with advisory councils and PCHS/community groups
- Communicate openly and work productively with a community of diverse opinions and ideas
- Advise and counsel students, staff, and parents
- Design, develop, implement, and evaluate curriculum and instruction as it pertains to special education students
- Demonstrate effective instructional, organizational, and administrative leadership.
- Provide instructional leadership and high-quality staff development.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions
- Train, supervise and evaluate certificated and classified personnel
- Prioritize, plan, and coordinate work to meet deadlines
- Participate in staff and student activities
- Communicated effectively both orally and in writing in English
- Drive a car
- Travel to various locations; travel to residential facilities throughout California and outside of California

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor of Arts or Bachelor of Science degree required. Master's degree or above in educational administration from an accredited institution, preferred. Minimum of three years full time teaching experience in a special education classroom, preferred or special education related services experience in a special education program. At least two years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working with special needs students.

Licenses/Certificates/Special Requirements:

Valid California Administrative Services Credential

Valid teaching credential in special education or other related services credential

Valid California driver's license and the ability to maintain insurability under the PCHS's vehicle insurance policy

ESSA Compliant

English Language Learner authorization

Instructional technology skills

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this position, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift and move records and documents typically weighing as much as 20 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with School and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including School employees, students and parents. Some stress may be encountered while performing the duties of this position.

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.

Employees regularly work in an indoor office environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to other sites, schools, training facilities, community meetings and other locations as needed. The employee must travel within the state of California and outside the state of California. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.