



# AIMS K-12 College Prep Charter District

**Title:** Special Education Program Manager

**Category:** Classified

**Work Year:** 12 months

**Employment Type:** Full Time

**Starting Range:** \$98,031.60- 104,047.17

**FLSA:** Exempt

**Supervisor:** Director of Special Education

**JOB GOALS:** The Special Education Program Manager will provide direct services to students in the District's Special Education Programs by serving as the LEA representative in IEP meetings and ensuring compliance with IEP goals and supports. Additionally, they will perform any combination of the following tasks to assist the staff of the special education department in facilitation and collaboration with general education staff, teachers, administrators to ensure students with disabilities are receiving educational benefits.

**ESSENTIAL JOB DUTIES:**(Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

Serve as a liaison to schools in regards to special education policies and practices

Support and coach staff in the development of programming options within the schools to meet individual student needs and to increase access to the universal curriculum

Work with building staff to develop special education caseloads

Serve as LEA representative in IEP meetings.

Participate in and/or facilitate special education related meetings with students, families, staff, and service providers.

Support and train staff in developing and writing high quality and legally compliant IEPs

Assist district administration with developing the master schedule in regards to special education programming

Conduct program needs analysis and serve as subject matter expert to collaborate with other departments on developing procedures and practices to service students with disabilities.

Develop and conduct districtwide specialized training for staff.

Develop and monitor districtwide program implementation, instructional materials, and curriculum materials

Analyze student data to review achievement and evaluate effectiveness of instruction for students with disabilities.

Model lessons and coach best instructional practices using UDL strategies

Provide strategic and direct coaching support for teachers

Provide special education leadership to campus working in partnership with school administration

Build teacher capacity to effectively and efficiently manage their caseload

Work in conjunction with special education teachers to ensure the needs of students are met according to IEP development.

Be responsive to campus needs in scientifically research-based programs and methodologies.

Assist with decision-making regarding statewide assessment participation of students with disabilities

Maintain positive and effective relationships with supervisor, principals, teachers, and parents

Comply with policies established by federal and state law, State Board of Education rules, and local board policy

Participate in staff development activities to improve skills related to job assignment

Comply with all district and local campus routines and regulations

Coordinate and schedule required ARD/IEP meetings

Review IEP paperwork prior to ARDs and assist as necessary.

Other duties as assigned

**QUALIFICATIONS:**

Valid California Administrative Services Credential

Master's Degree in Special Education or related field preferred

At least 3 years of educational experience as an administrator over special education, a special education TOSA or a special education teacher

Knowledge of SEIS preferred

3 letters of recommendation

## **KNOWLEDGE AND ABILITIES:**

Research-based practices of effective, visionary leadership;  
Principles and practices of effective presentation and facilitation techniques, styles and skills;  
Principles and practices of engaging, rigorous and stimulating professional development activities;  
California's accountability system;  
Standardized testing and reporting interpretation and analysis;  
Curriculum design, planning, development, implementation and evaluation;  
Program planning and evaluation designs and tools;  
Federal, state and local laws; codes, regulations, requirements; and current research and development pertaining to areas of assigned responsibility;  
Current federal, state, and local policies, rules, laws, regulations, and legislation pertaining to special education;  
District policies and procedures, organizational structure and functions, and personnel policies and procedures;  
Staff Development and professional development resources and the ability to implement them;  
Effective administrative and managerial practices

## **PHYSICAL ACTIVITY REQUIREMENTS:**

### **Minimum Work Position (Percentage of Time):**

Standing: 30 Walking: 20 Sitting: 50

### **Minimum Body Movement (Frequency):**

**None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)**

Lifting (lbs.): 15-18 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 1

Climbing Ladders: 0 Climbing Stairs: 2

**NON-DISCRIMINATION:** AIMS College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

**Effective: July 1, 2024**

**Board Approved: Pending Board Approval June 25th, 2024**