



FREMONT UNION HIGH SCHOOL DISTRICT

Job Description: Program Specialist

BASIC FUNCTION:

Under direction of the SELPA II Operations Committee and the Executive Council a program specialist will provide advisory services and case management; participate in program planning and evaluation; conduct in-service training; develop, coordinate and implement special projects; chair, facilitate and participate on committees and task forces; understand and work effectively with people from different cultures.

REPRESENTATIVE DUTIES

- Possess specific knowledge in the areas of autism, emotional disturbance, moderate-severe handicaps and transition process and practice. This knowledge base will be utilized to support teachers, classrooms, students, and parents and oversee the SELPA service delivery within these areas.
- Oversee transitions into and out of district, SELPA-wide, County Office of Education programs and Non-Public Schools.
- Provide consultation and administrative representation for inter-district and intra-SELPA, non-public, state residential, and County Office of Education (COE) schools; community agencies and programs; and parent and students. Assistance and advice is given regarding compliance complaints, mediations, due process hearings, and coordinated compliance reviews in order to promote a thorough understanding of issues related to the provision of mandated services.
- Participates in assessments and observes students and programs to determine needs and identify appropriate placements; participates in Individualized Educational Plan (IEP) development and monitors the provision of agreed-upon services; as assigned, acts as administrative designee or district representative in IEP team for non-public, inter-district, County Office of Education and state schools; monitors and evaluates the provision of programs and services; evaluates student progress; and balances the rights of students and parents with the interests of districts and agencies.
- Collects and analyzes data regarding population trends, numbers and types of students served within given geographical areas, the legal, program and fiscal implications of new legislation; assesses the effectiveness of programs and program delivery systems; identifies program needs; and advises on the expenditure of low incidence funds.
- Develops, implements and evaluates a number of in-service programs for regular and special educational administrators and instructional personnel, volunteers, parent and parent organizations, staff of state and local agencies, and members of state and community committees. Topics include legislation; eligibility for special education and related service delivery systems; the IEP process; assessment and instruction; learning styles and strategies; and curriculum.
- Develops, coordinates and implements special projects related to grant development and utilization; curriculum development and instruction; review and revision of the local plan; procedures and guidelines for implementing new legislation; and the publication of SELPA/Office directories, parent rights handbooks, newsletters, brochures, forms and analyses.

- Chairs, facilitates and participates on various committees; assists in staff selection; and performs all other related duties.

KNOWLEDGE OF:

Instructional programs and practices (regular and special education) in assigned SELPA's, and alternative placements.
Conflict resolution and problem-solving strategies.
Federal and state legislation and regulations related to special education.
Effective staff development techniques.
Effective communication, orally and in writing, with large and small audiences.
Methods of collecting, assembling and analyzing data, preparing reports, and monitoring progress.
Budget preparation.
Adapting management and communication style to divergent situations with groups on a frequent basis.
Interpreting and applying policies.

ABILITY TO:

Investigate, identify and recommend appropriate placements based on diagnostic decisions regarding students' instructional needs.
Determine crisis intervention strategies in cases of student expulsions/suspensions, mediation/fair hearing and compliance complaints.
Identify, clarify, and participate in the resolution of concerns regarding the provision of appropriate services to students.
Annually review, revise and recommend changes to district curricula.
Develop and implement short-term plans in own program/department
Exercise discretionary judgment.
Modify systems, procedures and programs within areas of responsibility.
Direct and train others of comparable skill.
Coordinate and reconcile input from diverse sources.
Function as a team member in a variety of settings.
Utilize advanced interpersonal skills.

EDUCATION AND EXPERIENCE:

Master's degree from an accredited college or university with major course work in special education, clinical services, career vocational development, or a closely related field; a valid California Credential in special education or clinical services, or a valid California school psychologist authorization; and a valid California driver's license. Three years of job-related work experience with demonstrated competence.

WORKING CONDITIONS:

Contacts are usually unstructured, and are frequently with high-level individuals inside and outside the work unit, such as district directors of special education, administrators of public and private agencies at the local and state levels, and parents; and contacts require planning, promoting, strategy development, decision-making, and problem solving. Situations are varied and sometimes highly complex; participate in decisions that have major impact on a program and/or its staff, students, and parents.