

## **SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION**

### **CLASS TITLE: SELPA PROGRAM COORDINATOR**

#### **BASIC FUNCTION:**

Under the supervision of the SELPA Director, the SELPA Program Coordinator provides leadership and assistance to the Local Education Agencies (LEAs), the SELPA, and the community through the coordination of services to students with disabilities. The SELPA Program Coordinator supports Residential Treatment Center searches, placement and case management, consultation to LEAs, Residential Treatment Centers and parents, and promotes interagency collaboration. The SELPA Program Coordinator provides technical assistance to districts and the County Office of Education to ensure compliance, assists with development of the Local Plan and SELPA Procedures Manual, and develops and promotes evidence-based practices throughout the SELPA. The position includes participation in the development, coordination, implementation, and evaluation of SELPA-wide Professional Learning for general education staff, special education staff and parents. The SELPA Program Coordinator supervises and evaluates SELPA staff who provide Educationally Related Mental Health Services to students.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

Function as liaison between LEAs and Residential Treatment Centers to assist with the search, placement and ongoing case management of students who require Residential Treatment, including step-down and return to district.

Work closely with Foster and Homeless Youth Services and Social Services to ensure Free Appropriate Public Education (FAPE) for students.

Coordinate meetings and professional learning opportunities for School Psychologists and Mental Health providers SELPA-wide.

Facilitate the School Psychologist and Mental Health provider networks.

Function as a liaison between agency and committees Regional Centers, Head Start and public agencies responsible for services to eligible students.

Monitor compliance and procedures for referral, assessment, identification, Individual Education Program (IEP), and placement, particularly for students with emotional disorders.

Consult with professionals, the community, parents, and agencies regarding special education laws, procedures, and policies including: the Local Plan for Special Education; Individuals with Disabilities Education Act; Section 504; and other laws related to students with disabilities.

Coordinate with countywide stakeholders to establish common practices for MTSS, PBIS, Threat Assessment protocols and associated professional learning.

Assist in the preparation of the Local Plan for Special Education in accordance with California Department of Education, Federal specifications, procedural manuals, and community awareness materials as required.

Train and provide work direction and guidance to assigned personnel. Assign staff duties and review work for compliance with established requirements and procedures. Provide input concerning applicant interviews and employee evaluations as requested. Oversee and review the work of contractors and other non-employees. Supervise and evaluate employees as assigned.

Develop and implement an ongoing appraisal of programs and services for students with emotional and behavioral needs.

Serve on SELPA committees and projects as specified by the SELPA Director.

Assist the SELPA Director, in monitoring the Local Plan implementation, legal compliance, data collection and analysis, and daily operations of the SELPA office.

Research information for the purpose of developing new programs, resources or plans in coordination of SELPA program initiatives.

Develop written materials to provide resources in written format.

Assists SELPA Director with annual budget development and ongoing SELPA expenditures.

Operate office equipment including a copier, fax machine, computer and assigned software; utilize audio-visual equipment as required; drive a vehicle to conduct work.

Attend and coordinate meetings, conferences, workshops, special events and training sessions; present information concerning assigned programs and services.

#### **KNOWLEDGE AND ABILITY:**

##### **KNOWLEDGE OF:**

Current state and federal special education regulations.

Best practices for evidence-based therapeutic treatments.

Special education intervention resources; crisis interventions; universal design for learning; behavior intervention methodology including positive behavior intervention strategies, individual and classroom management techniques.

Principles of child and adult learning and engagement.

Student assessment methods.

Evidence-based best practices in education.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of County students.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Basic budget preparation and control.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Record-keeping and report preparation techniques.

Basic public relations techniques.

##### **ABILITY TO:**

Work harmoniously and effectively with administrators, teachers, staff members, district personnel, students, families and agencies in a manner that achieves SELPA and LEA goals.

Coordinate evidence-based practices and resources to meet unique student needs.  
 Assure proper and timely resolution of related student, family and staff issues and conflicts.  
 Demonstrate highest standards of integrity, honesty, ethics, confidentiality and professionalism  
 Prepare and maintain required records, reports and files related to assigned activities.  
 Work independently; be self-regulated and self-disciplined while following general direction in an effective manner.  
 Stay abreast of current practices, innovations, and practices in education, particularly for students with disabilities.  
 Meet schedules and timelines.  
 Monitor and adjust activities in response to school district, student and family needs.  
 Communicate effectively both orally and in writing.  
 Establish and maintain cooperative and effective working relationships with others.  
 Operate a computer and assigned office equipment.  
 Analyze situation accurately and adopt an effective course of action.  
 Meet schedules and time lines.  
 Work independently with little direction.  
 Plan and organize work.  
 Prepare and maintain various narrative and statistical records, reports and files.

**EDUCATION AND EXPERIENCE:**

Master’s degree major course work in school psychology, special education or related field and five years educational experience, with at least three years of providing direct services to students with disabilities. Experience in supervision and management of personnel.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver’s license.  
 Valid California Administrative Services Credential.  
 Valid California credential authorizing instruction or services to special education students.

**DESIRED:**

Bilingual Spanish

**WORKING CONDITIONS:**

**ENVIRONMENT**

Office, classroom playground, driving vehicle throughout the county and traveling out of the area/state to conduct work.

Grade Allocation: Certificated Management 44	Accountability of time: Assigned Administrator
Adopted: 3/18/19	Tasks assigned by: Assigned Administrator
Revised: 6/19/2020	Evaluated by: Assigned Administrator
	Hiring authority: Assigned Administrator