



RIALTO UNIFIED SCHOOL DISTRICT CLASSIFIED MANAGEMENT

COORDINATOR - SPECIAL SERVICES

DEFINITION:

Under the direction of the Lead Special Services Agent, the Coordinator of Special Services has advanced training in the education of individuals with exceptional needs and with specialized knowledge of the programmatic behavioral needs of children with autism and developmental disabilities. The function of this position is to provide training and supervision to teachers and staff to assure implementation of behavioral instructional objectives, lessons, and strategies that are congruent with the needs of students with autism and other identified developmental disabilities.

ESSENTIAL DUTIES:

- Plans programs, coordinates curricular resources, and assists in evaluating the effectiveness of programs for individuals with autism and developmental disabilities.
- Develops strategies for maintaining a classroom environment conducive to student learning and utilizes effective teaching method and employs a variety of instructional techniques appropriate to the maturity, interest, and needs of the students, especially students with autism and developmental disabilities.
- Provides appropriate achievement and/or diagnostic testing, identifies student capabilities and monitors student progress on a regular basis.
- Enhances the professional growth of staff in the instructional practices for students with autism and developmental disabilities.
- Implements evidence based instructional practices to assist students on the autism spectrum disorder in learning essential reading, math and writing skills.
- Conducts and/or arranges formal and informal student assessments and participates in the development of students' Individual Education Program (IEP).
- Trains staff regarding behavior analytic concepts, including data collection.
- Schedules and serves as LEA for IEP and progress meetings for students receiving extended day programming.
- Supervises, trains, and evaluates ABA Specialists, Lead BCBA's, and instructional assistants.
- Assists in the hiring process for ABA Specialists, Lead BCBA's and instructional assistants.
- Collaborates on the placement of students in specialized programs, autism programs, SDC programs, and general education classrooms.
- Monitors behavioral needs of students and helps develop positive behavioral intervention plans as needed.
- Disseminates information from conferences and training to team working with children with autism and other developmental disabilities.
- Provides parent and staff in-services on relevant behavioral and instructional strategies.
- Provides staff PCM training on de-escalation strategies and reporting procedures.
- Collaborates with instructional staff, outside agencies, and consultants to provide supervision of school based and extended day programming.
- Participates in Non-Public School (NPS) and County School IEP meetings as necessary.
- Provides assistance to the special education and general education teaching staff in planning, organizing and coordinating staff functions, necessary staff development, and use of facilities, materials, and equipment purchase.
- Maintains and completes reports as requested by the Lead Special Services Agent and Academic Agent of Special Services for adopted instructional programs and/or district needs.
- Provides oversight and reconciliation of invoicing, screening processes, and communication with outside agencies.
- Responsible for monitoring curriculum, materials, and methodology in autism and behavior intervention
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Knowledge of and sensitivity to the needs of students and parents from diverse ethnic, economic, and other cultural backgrounds.
- Applicable federal and state laws related to Individual with Disabilities Education Act (IDEA) and California Education Code as it relates to Special Education.

- Principles, practices, trends, goals and objectives of public education.
- Philosophical, educational, fiscal, and legal aspects affecting a special education operation program.
- Organization, planning, and program evaluation strategies, techniques, and procedures.
- Curriculum and instruction, and design and delivery systems specific to special education.
- Research and development strategies, processes, and techniques.
- IEP Management systems – SEIS.

ABILITY TO:

- Analyze data utilizing a variety of complex processes.
- Independent problem solving is required to analyze issues and create action plans.
- Meet deadlines, develop schedules and set priorities.
- Plan, organize and coordinate the district’s special education program.
- Aid in the planning, development, and implementation of budget planning, and expenditure control processes and procedures.
- Evaluate and analyze complex problems, issues, and concerns, recommend appropriate alternative solutions.
- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication.
- Establish and maintain cooperative organizational, public, and educational community relationships.
- Have a proven ability to perform at a high level of competence in positions of leadership and responsibility.
- Set up and maintain accurate filing systems.
- Run queries and harvest data from multiple data sources to prepare detailed reports.

EDUCATION AND EXPERIENCE:

EDUCATION:

Possession of a Master’s Degree from an accredited University in Applied Behavior Analysis with an Emphasis in Autism Board Certified Behavior Analyst (BCBA Certification

EXPERIENCE:

Four (4) years of experience working with students with autism spectrum disorder and other identified disabilities.

WORKING CONDITIONS:

Physical class:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopy machine.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours
 Frequently/Medium - 3 to 6 hours
 Constantly/High - 6 to 8 hours

Stooping:	Low	Carrying:	Occasionally
Bending:	Frequently	Standing:	Occasionally
Lifting:	Occasionally	Kneeling:	Low
Reaching:	Occasionally	Sitting:	Occasionally
Handling:	Constantly	*Driving:	Occasionally
Grasping:	Occasionally	Walking:	Constantly
Fingering:	Occasionally	Push/Pull:	Occasionally
Keyboarding:	Medium - must be literate		

****Verification of the possession of a valid California Motor Vehicle Operator’s License, a DMV printout and insurability by the District’s liability insurance carrier is required.***

Frequent motion:

Twisting:	Low	Forward shoulder/neck flexion: Occasionally - 3 hours per day
Wrist flexion:	Frequently	Reaching to above shoulder level: Occasionally
Elbow flexion/extension:	Frequently	Reaching below shoulder level: Frequently
Reaching to shoulder level:	Occasionally	

Sensory requirements:

Ability to see:	Constantly
Ability to hear:	Constantly
Ability to talk:	Constantly
Ability to smell:	Constantly
Ability to touch:	Constantly

Must be able to deal with these environmental considerations:

Heat:	Has own controls	Fluorescent lights: Yes
Odor:	Yes	Floor may be slippery at times: Tiled areas
Noise:	Yes	Working in close quarters with others: Yes, all the time
Humidity:	Occasional	Working inside: 95% of the day
Moisture:	Occasional	Working outside: 5% of the day

This job requires:

Alertness:	Constantly
Attention to detail:	Constantly
The use of two hands:	Constantly
Recall of names and dates:	Constantly
Ability to work in temperatures down to 30 degrees and up to 105 degrees.	

Ability to deal with psychological factors:

Team work:	Constantly
Frustration:	Moderate - depends on the time of year
Repetitive tasks:	Yes, signature
Level of responsibility:	High
Must keep up with schedule:	High
Able to work extended hours as needed:	High
Dealing with upset employees, parents, community members:	Moderate

Physiologic factors:

Must maintain a high level of consciousness:	Yes
Orientation to time, place or person:	Yes
Ability to read at 12 th grade level:	Yes
Ability to comprehend and follow directions:	Yes
Able to keep up a high activity level during the shift:	Yes

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**AN EQUAL OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**