

## ORANGE UNIFIED SCHOOL DISTRICT

### **COORDINATOR, SPECIAL EDUCATION – MENTAL HEALTH SERVICES**

#### **DEFINITION**

Under direction and in collaboration with Educational Services, to plan, organize, and coordinate and design the special education program for mental health services; to plan, organize, and coordinate the special education staff development program and delivery systems; to assist in the planning, organization and coordination of research and development processes, including methods for assessment processes for therapy and other mental health services; to participate in the District special education master planning activities; and to do other related functions as directed.

#### **DISTINGUISHING CHARACTERISTICS**

Responsible and directly related experience in special education and general education collaboration is required to perform the required programmatic analyses using widely prescribed psychology/mental health principles and concepts. The position classification performs decision analysis processes and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbent meets and develops training frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This position classification performs light work involving sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to present oral information and direction, and the handling and working with instructional technology and assessment materials and objects. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

#### **ESSENTIAL DUTIES**

- Coordinate professional development and activities to support special education students with social/emotional or mental health needs.
- Plan, design and conduct in-service and pre-service training for principals, special education personnel and general education teachers regarding systematic implementation of strategies to enhance social emotional well being for special education students.
- Assist in planning and research and development activities, including projecting, planning, and forecasting of future special education service programs and activities.
- Provide leadership and expertise in assessing, identifying, formulating, and implementing District special education goals and objectives in compliance with state and federal legal mandates and guidelines.
- Provide leadership in the development of processes and strategies to recommend necessary human and monetary resources in order to achieve special education student learning goals.
- Establish communication feedback systems and processes for monitoring special education program effectiveness.
- Assist in planning, monitoring and review of special education teacher, specialized support staff, and instructional aide functions and activities.
- Advise, counsel, and assist members of District and special education advisory groups to

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ensure thorough and complete communication.

- Assist in planning, organization, and implementation of special education budget planning guidelines and procedures, and expenditure control strategies.
- Develop and maintain management information and record systems necessary for completion of required county, state, and federal reports.

### **QUALIFICATIONS**

#### Knowledge of:

- Data analysis, research based program design, and collaboration strategies.
- Relevant K-12 classroom instructional practices and experience.
- Professional development practices and experience in facilitation, coaching and mentoring to support special education.
- Curriculum, instruction, and assessment focused on universal screening and continuous classroom support for collaboration and increased learning gains for Special Education students.
- Research and development strategies, processes, and techniques;
- Human relationships, conflict resolution strategies and procedures, and team building methods and techniques;
- Philosophical, educational, fiscal, and legal aspects affecting a special education instructional program;
- Organization, planning, and program evaluation strategies, techniques, and procedures;
- Safe working methods and procedures.

#### Ability to:

- Plan, organize and coordinate District special education curricular and instruction program;
- Establish and maintain a strong interest in innovation, with a willingness to take initiative in supporting co-teaching Models
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate 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.

### **EXPERIENCE AND EDUCATION**

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

#### Experience:

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Three years of successful teaching and coordinating special education professional development and activities.

Education:

Equivalent to completion of an earned Master of Arts or higher degree from a recognized college or university in curriculum and instructional programming, or a closely related field.

**Certification Requirement**

Possession of a credential authorizing supervision or administration in California Public Schools.

**License Requirement**

Possession of a valid California Motor Vehicle Operator's License.

**Condition of Employment**

Insurability by the District's liability insurance carrier.

05/12