

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Program Supervisor, Special Programs	<b>REPORTS TO:</b>	Assigned Supervisor
<b>DEPARTMENT:</b>	Educational Services	<b>CLASSIFICATION:</b>	Certificated Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	208 Days
<b>BOARD APPROVAL:</b>	September 7, 2004	<b>SALARY:</b>	Range E4 / Tier IV Management
<b>REVISED:</b>	June 2, 2015		Salary Schedule

**SUMMARY DEFINITION:**

Under the supervision of an Assigned Supervisor, implements and coordinates the District's special education program, pursuant to District Policy, State and Federal statutes and relevant regulations.

**REPRESENTATIVE DUTIES:** Incumbents may perform any combination of the essential functions shown below [E]. 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 accurately reflect the principal job elements.

**E= Essential Functions**

Establishes and monitors procedures for implementation of the District's special education program. **E**

Provides the administrative leadership for and meets the legal requirements of the Individual Educational Program (IEP) process. **E**

Monitors the written documentation for special education placements as required by law and ensures that proper procedures are being followed by school Individual Education Program Teams. **E**

Monitors and maintains special education records as required by law. **E**

Ensures that special education students who have been designated for placement by the IEP Team will be placed according to the requirements of the law as affirmed by the parents of each student. **E**

Helps parents and staff understand their rights and responsibilities as required by law. **E**

Provides assistance to site personnel regarding development and implementation of special education programs. **E**

Provides in-service and meets regularly with special education staff. **E**

Provides positive communication and collaboration with staff and parents of special education students. **E**

Evaluates special education certificated and classified personnel. **E**

Supports principals in evaluation of on-site special education personnel. **E**

Provides administrative leadership for program organization and curriculum development of special education services. **E**

Assists in the development of the district's special education budget. **E**

Works collaboratively with district staff and/or other organizations/individuals in an effort to resolve parent complaints or respond to parent inquiries/requests for information. **E**

Facilitates parent support groups, i.e. ADHD, Fragile X, Autism, etc. **E**

Provides appropriate information to the Assistant Superintendent of Educational Services, Special Education Administrators, Special Education Teachers, and other personnel relative to parent communications and observation. **E**

Performs other duties as assigned.

#### **MINIMUM QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

#### **TRAINING, EDUCATION AND EXPERIENCE:**

Bachelor's degree required; Master's degree preferred from an accredited college or university with major course work in in Special Education but not required. Progressive postgraduate training and experience in the areas of education, child development, curriculum development and learning theory; a combination of education and experience which clearly demonstrates possession of the knowledge, skills and abilities identified above; at least five years of experience as a Special or General Education teacher or Designated Instructional Services provider working with Special Education students or equivalent experience.

#### **LICENSES AND OTHER REQUIREMENTS:**

Appropriate State Teaching Credential; appropriate State Administrative Credential; valid California Driver's License.

#### **TECHNOLOGY, EQUIPMENT AND TOOL SKILLS:**

Proficient ability to use a personal computer; software and databases specific to the District, Internet, and Microsoft Outlook. Ability to use telephone, hand-held radio, cellular telephone, facsimile machine, copy machine, printers, scanning devices, calculator and general office equipment. Applicable knowledge of computer software programs for data storage and retrieval, word processing, spreadsheets, scheduling, data management and complex calculations.

**KNOWLEDGE, SKILLS AND ABILITIES: The requirements listed below are representative of the knowledge, skill and/or ability required.**

#### **KNOWLEDGE OF:**

Special education principles, problems, and methods of public education and administration, including organization, personnel, and fiscal management relevant to assigned responsibilities.

Office management principles, methods, and procedures.

Federal, State and local special education programs, laws and regulations including, but not limited to, the requirements of IDEA, Section 504 and the ADA as they pertain to the duties of school districts toward children with disabilities and their parents.

Staff supervision and evaluation techniques.

Alternative dispute options.

District program objectives and the programs and services available to students.

Disabilities and the criteria for eligibility for services and levels of service.

Relevant public and private community agencies and informational resources available to special needs students and their families.

**ABILITY TO:**

- Use and process email and spread sheets.
- Display knowledge and understanding of learning theory and instructional methodology.
- Plan, direct, and establish priorities and simultaneously coordinate a variety of projects.
- Analyze and identify present and potential curriculum problems, develop and evaluate alternate solutions and propose plans of action.
- Communicate positively and effectively both orally and in writing.
- Prepare and present clear and concise reports.
- Facilitate small and large groups.

**LANGUAGE SKILLS:**

Ability to read, write, hear and speak in English. Ability to read and interpret documents such as safety rules and regulations, operating and maintenance instructions and procedure manuals, including policies and procedures and equipment manuals; to write complex and detailed instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

**PHYSICAL DEMANDS AND WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential function of this job and must be met by the employee to successfully perform the essential function of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.


**WORKING CONDITIONS:**

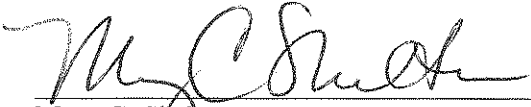
Office environment; drive a vehicle to conduct work.

**PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view computer monitors; sit or stand for extended period of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

**APPROVALS:**

  
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 C. Cammack Date 6/4/15  
 Assistant Superintendent, Human Resources

  
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 Mary C. Shelton Date 6/4/15  
 Superintendent