

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Position Description

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| TITLE: | Special Needs Support Liaison | REPORTS TO: | As Assigned |
| DEPARTMENT: | Educational Services | CLASSIFICATION: | Management |
| FLSA: | Exempt | WORK YEAR: | 203 Days |
| BOARD APPROVAL: | January 26, 2016 | SALARY: | Tier IV – Management Range I1 |

SUMMARY DEFINITION:

Under direction of an assigned supervisor outside of SELPA management, serves as a neutral and confidential management resource for parents, guardians, community members, and district staff; serves as a neutral and confidential resource to both parents and staff regarding the District's Special Education Program, its services and activities; facilitates understanding of and provides resources and information related to Special Education programs; works collaboratively with District staff and parents to assist parents in accessing programs and resources; facilitates communication and assists in addressing and resolving parent concerns

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. 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 programs and activities to welcome families to Special Education, and provides helpful and informative information to them. **E**

Coordinates professional development activities for families and District staff as trainee and trainer in the areas of IDEA, the IEP process, 504s, District policies, and other identified areas. **E**

Maintains family-friendly communications about Special Education procedures and issues. May include newsletter articles, developing the District's website, and similar tasks. **E**

Serve as a liaison to families of special needs students regarding the Special Education program and its activities; assists families with the Individual Education Program (IEP) process and related activities. **E**

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

Communicates with families and staff pursuant to District-wide policy of open communication, including openly discussing services for students. **E**

Maintains updated information on, and communicates with, various community organizations and social service agencies regarding programs and services available to special needs students and their families. Develops means of communication with resident families being served by County or non-public agencies as transition to District-provided service. **E**

Works to learn, refer to, and/or use Alternative Dispute Resolution methods such as mediation, solution panels, facilitated IEP's. **E**

Provides input and information to school staff and families regarding the needs and disabilities of students that have an impact on students' educational success. **E**

Assists the special education leadership in developing program improvement strategies and plans. **E**

Assists in consulting with families, district and site staff to determine needs to be addressed in IEP's, and to identify and provide information regarding appropriate educational and community resources; assists families in gaining access to appropriate instructional Special Education programs and services for students with special needs; informs families regarding student program options, and may accompany them on site visits. **E**

Works with families to develop acceptable alternatives. Communicates with site administrators and families to explore resources or alternative delivery models for instruction. **E**

Assists administrators, program supervisors, teachers, and paraprofessional staff in a variety of duties including, but not limited to, scheduling and attending meetings and family workshops, planning educational programs for families, and providing support to families of students. **E**

Participates in programs designed for Special Education families to meet with teachers, specialists, and administrative and support staff. **E**

Makes occasional home visits to explain Special Education programs and other student and family support services; increases families' knowledge and involvement by helping them identify and independently use community resources, activities, and support groups. **E**

Makes telephone calls and/or occasional home visits to families of students enrolled in Special Education programs to encourage interest and involvement in activities at the child's school. **E**

Assists the SELPA Community Advisory Committee (CAC) Chair in planning, organizing, and/or facilitating meetings of the CAC, arranging for speakers; preparing agendas and backup materials; arranging for childcare and translations; serves as ex-official member of all CAC committees. **E**

Attends meetings of PTA District-wide Special Needs Committee and assists as appropriate. **E**

Assists in the development of family support groups. **E**

Attends IEP meetings upon request. **E**

Serves as a resource for local community events related to Special Education. **E**

Provides appropriate information to the Superintendent, Assistant Superintendent, and other personnel relative to family communications and observations. **E**

Performs additional duties as assigned.

Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the assigned supervisor.

Maintains a positive, helpful, constructive attitude and working relationship with the department supervisor and departmental employees, other District employees, the Board of Education, students, families and the general public.

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. Others include education, experience, knowledge, skills and abilities, testing, and physical demands.

Education and Experience:

Required: An undergraduate or graduate level degree with a focus on social work, counseling, psychology, child development, education, Special Education, and/or law. Three (3) years demonstrated and verifiable successful experience working with the

public or in a school environment working with families and/or students and experience in conflict resolution. Education, training or experience with Special Education is highly desirable.

Licenses:

Valid California Driver's License.

KNOWLEDGE AND ABILITIES:

The requirements listed below are representative of the knowledge and/or ability required to perform the essential duties of the position.

Knowledge of:

TK-12 Public Education

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.

Multiple methods for meeting student educational needs in an appropriate and effective manner.

Disabilities and the types and levels of service generally provided to Special Education students.

Family dynamics and the unique challenges facing parents of students with special needs.

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

Social and ethnic demographics of the community.

Alternative Dispute Resolution.

Ability to:

Demonstrate strong, effective interpersonal skills.

Maintain confidentiality.

Establish and maintain effective, cooperative, and collaborative working relationships with District staff, parents, educational and community agencies.

Assist in the development and preparation of IEP's.

Access community resources.

Facilitate meetings and to coordinate training and in-service sessions.

Recognize situations that require referral to others.

Exercise patience, diplomacy, good judgment, and tact.

Motivate parents to participate in school programs and activities.

Communicate clearly and effectively.

Effectively manage situations that may include emotional intensity, disputes, or conflict and maintain neutrality.

Learn, refer to, and/or use Alternative Dispute Resolution methods such as mediation, solutions panels, and facilitated IEP's.

Maintain accurate records regarding services offered. Compile periodic informational reports regarding the number and type of contacts, inquiries, issues, etc.

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 functions of this job and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Working Conditions:

Primarily works in a moderately quiet office environment.

Some travel from worksite to worksite.

May involve some evening activities.

Physical Abilities:

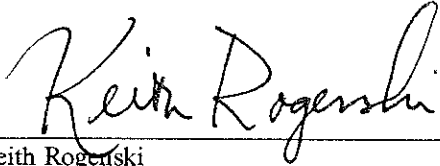
Read, write, hear and speak proficiently in English to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a

computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies, lifting light objects.

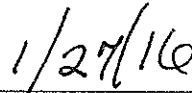
Other Qualifications:

Must successfully pass the District's pre-employment fingerprinting/background check and TB testing.

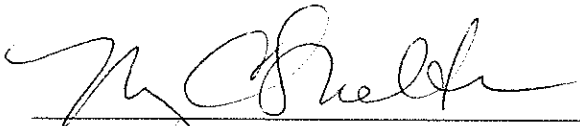
APPROVALS:



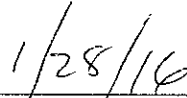
Keith Rogenski
Assistant Superintendent, Human Resources



Date



Mary C. Shelton
Superintendent



Date