

PERRIS UNION HIGH SCHOOL DISTRICT

Board Approved: May 21, 2014
Revised: [Pending Board Approval](#)
Salary Schedule: ~~263~~ 253 Row 1

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. BP 4030 The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. BP 4119.11, 4219.11, 4319.1

JOB TITLE: PROGRAM SPECIALIST – SPECIAL EDUCATION

JOB PURPOSE STATEMENT: The Program Specialist, under the direction of the Director of Special Education, or designee, will provide consultative, support and advisory services to teachers, parents, administrators, and staff in the implementation, development and operation of prevention, intervention, and/or special education programs for students with and without disabilities.

JOB FUNCTIONS:

- Knowledgeable in instructional strategies and curricular modifications, special education procedures and law, including eligibility criteria, Response to Instruction and Intervention, and the identification, placement, and review process for students in special education.
- Familiarity with regular education curriculum and state curriculum standards.
- Provides consultant services to special education teachers and other personnel as assigned.
- Consults and collaborates with teachers of students with behavioral challenges, autism, and autism-like behaviors.
- Assists with evaluation of the effectiveness of special education programs and intervention programs.
- Monitors implementation of state and federal regulations for students with disabilities.
- Serves as liaison between the District and other agencies providing services to students with disabilities including, but not limited to, non-public schools, Department of Rehabilitation, County Office of Education, Regional Center and Department of Mental Health.
- Serves as a resource to the team in the implementation of a school wide approach to discipline that will lead to increased academic achievement, fewer discipline referrals, reduced fighting, reduced negative student-adult interactions, and an increase in compliance with the school program and pro-social behaviors.
- Serves as a liaison to the site level teams to ensure clear and consistent communication, leadership and support for the special education department.

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- Ensures the use of best practices in implementation of pre-referral interventions, positive behavioral interventions as outlined on the IEP and implementation of behavior support and behavior intervention plans through collaboration with school psychologists and other staff working in a behavioral capacity.
- Serves as administrative designee at assigned IEP meetings.
- Assists with transitional and vocational planning for students, as appropriate.
- Provides staff development activities to support special education programs and intervention strategies.
- Assists in implementation of curriculum and program planning.
- Provides day to day problem solving.
- Works with site teams to collect, review and report data. Reports progress and makes recommendations to appropriate site and/or district personnel.
- Assumes the responsibility of “Trainer of Trainers”.
- Facilitates and models to students behavioral expectations.
- Facilitates and guides students’ activities in promoting positive social culture on campus.
- Guides the development and implementation of positive behavior support plans for groups and individual students.
- Assumes and performs related duties and responsibilities as required and assigned.
- Establishes and maintains effective working relationships with staff, students, parents, and community members.
- Performs other duties as assigned.

PHYSICAL ABILITIES:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to communicate and obtain information in English
- Able to sit (for sustained period of time), stand, stoop, kneel, bend, lift (25 pounds), carry (25 pounds), and walk
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to operate office machines and equipment in a safe and effective manner

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JOB QUALIFICATIONS:

Education:

- Master's Degree, Board Certified Behavior Analyst (BCBA) certification is preferred

Experience:

- Prior experience in providing direct services to exceptional children, behavior interventions, and a clear understanding of special education discipline procedures
- Detailed knowledge of the learning disabled, the communicatively delayed, the physically impaired, autistic, and the emotionally disturbed
- Knowledge of recent developments in special education (i.e. collaboration, use of technology, curriculum based assessment, positive behavior interventions, discipline procedures)
- Experience may include teaching, counseling, librarian, and psychologist; however, some teaching experience is preferred.

Credential and Licenses:

- Eligible to apply for or holds a valid California Administrative Services and appropriate teaching/certificated credential (s)TB Clearance
- TB Clearance
- Drug/Alcohol Clearance
- Valid California Driver's License
- Criminal Justice Fingerprint Clearance

EMPLOYMENT STATUS:

- Certificated Management Position