



RIALTO UNIFIED SCHOOL DISTRICT

Coordinator, Special Services – Speech & Related Services Management Job Description

DEFINITION

Under the direction of the Lead Special Services Agent, to plan, organize, and coordinate the speech and related services training program design and delivery systems to ensure optimal educational opportunities and growth experiences; to assist in the planning, organization and service audit and evaluation processes; to participate in the District special education master planning activities, and to do other related functions as directed.

ESSENTIAL DUTIES

- Assists the Lead Special Services Agent in developing and implementing all aspects of special education programs in accordance with local, state and federal regulations.
- Acts as a resource to Speech Therapist, Special Education teachers, Orthopedic Impairment and Adapted Physical Education teachers. Collaborates with staff and recommends procedures, placement options and instructional strategies for individuals with exceptional needs.
- Developing, implementing, and evaluating programs for students with speech and/or language disabilities.
- Maintaining contact with current research practices and legislative guidelines affecting Special Education as it relates to the Speech/Language Program.
- Ensuring that student progress is evaluated on a regular basis and that findings are used in making decisions to improve effectiveness as it relates to specific student needs.
- Providing professional development to help district personnel identify and understand communication disorders in students.
- Supervising Licensed Speech/Language Pathology certificated and classified personnel.
- Providing oversight to the maintenance of records of student progress, assisting with the preparation of Speech Language materials, filing reports, IEP's and caseload documents.
- Assisting in the hiring process for Speech/Language Pathologists.
- Providing guidance and supporting Early Childhood Programs: Early Start, Preschool.
- Have a working understanding of CALPADS and data compliance.
- Serving in the role as LEA at IEP meetings as designated by the Lead Special Services Agent.
- Maintaining and completing reports as requested by the Lead Special Service Agent and Academic Agent of Special Services for adopted instructional programs and/or district needs.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of: 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. Human relationships, conflict resolution strategies and procedures, and team building methods and techniques.

Ability to: Plan, organize and coordinate the District 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.

EXPERIENCE AND EDUCATION

Experience: Five (5) years in the area of speech language pathology and/or related service provider. Administrative experience preferred.

Education: Master's degree from an accredited university; valid California Credential; valid California K-12 Administrative Credential; EL authorization or equivalent.

PHYSICAL DEMANDS

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. Possession of a valid California driver's license and a private vehicle.

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	Push/Pull:	Occasionally
Grasping:	Occasionally	Walking:	Constantly
Fingering:	Occasionally	*Driving:	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
Wrist flexion:	Frequently
Elbow flexion/extension:	Frequently
Reaching to shoulder level:	Occasionally
Forward shoulder/neck flexion:	Occasionally - 3 hours per day
Reaching to above shoulder level:	Occasionally
Reaching below shoulder level:	Frequently

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

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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