



# RIALTO UNIFIED SCHOOL DISTRICT CERTIFICATED MANAGEMENT

## LEAD SPECIAL SERVICES AGENT

### DEFINITION:

Under the supervision of the Lead Innovative Agent, plan, organize, and direct the services of the Special Education Instructional Program; develop, prepare, and implement the special education budget; direct and supervise certificated and classified staff as assigned; develop, implement, and monitor special projects as assigned; provide responsible and professional staff assistance and management of special education services and activities and perform related duties as assigned.

### ESSENTIAL DUTIES:

- Manage all special education, psychological and related services including the creation and revision of District policies.
- Maintain, collect and report all data required by the California Department of Education. Create, revise, review and submit all local, state and federal reports, budgets and grants in a timely manner.
- Train all members of site RSP Collaboration teams on effective instructional strategies and team management and monitor team progress.
- Work with all site administrators and school teams to create, implement and maintain effective special education programs.
- Provide leadership for training of all special education personnel on legal mandates, effective IEP preparation and presentation and effective instructional programs and /or strategies.
- Provide leadership for training of all paraprofessionals on roles and responsibilities using a systematic job-embedded program.
- Supervise and evaluate Special Education certificated and classified staff as assigned.
- Create, revise, review and submit all local, state and federal reports, budgets and grants.
- Monitor student performance data and take necessary action to improve academic achievement of special education students.
- Act as liaison with the Office for Civil Rights and California Department of Education to collect all data necessary in compliant investigations for Special Education students.
- Act as liaison between staff and parents. Report difficult or potentially liable issues to the Superintendent or designee.
- Attend all meetings or hearings that are perceived to be difficult, costly, or potentially could result in liable or legal issues for the District. Report any situation that would adversely affect or become costly for the District to the Superintendent/designee.
- Coordinate and supervise department meetings with assigned staff.
- Supervise and collaborate with Information Systems on all databases related to special education.
- Plan, coordinate, conduct and evaluate staff development programs and in-services; participate in activities designed for professional growth.
- Participate in the development of programs and services to ensure program implementation of assigned special education classes and be responsive to parent and district needs.
- Establish and maintain clear communications and cooperative working relationships with supervisors, clients, staff and other departments through announcements, letters, telephone communications, attendance at meetings and site visits.
- Serve as resource for information regarding special education, its purpose, objectives, applicable laws and regulations.
- Work effectively with the County SELPA and regularly attend SELPA meetings.
- Work in the best placement of students in Non-Public Schools.
- Participate in the selection of core and supplemental materials for special education students.
- Participate in the development of new or modified programs, procedures and approaches to the educational service area.
- Establish and maintain cooperative and professional working relationships with all parents and staff.
- Motivate, challenge and guide others in the improvement of educational programs and services.
- Analyze data and situations; render judgment, recommend decisions and solutions to problems efficiently and effectively.
- Recommend, select, train, supervise and evaluate staff relative to program objectives and observe and document performance

- Build strong cohesive teams through positive rapport, mutual respect and leadership.
- Model professionalism through clear direction, consistency and follow through.
- Be flexible and receptive to change.
- Interpret applicable laws, codes, policies and regulations as they apply to special education pupils and processes.
- Ensure that the necessary human and monetary resources are properly and appropriately utilized in order to achieve the student result expectancies.
- Develop Special Education budget.
- Maintain special education records on students and the distribution of records by other districts and outside agencies.
- Integrate recommendations from state agencies into Special Education program policies and procedures (FCMAT, SESR, etc.).
- Perform other duties as assigned by the Lead Innovative Agent.

**KNOWLEDGE AND ABILITIES:** *Specific knowledge, experience and expertise in...*

- Using a variety of proactive two-way communication strategies and techniques that promote positive relationships with staff, students, parents, and community members.
- Using a variety of problem-solving strategies and techniques to diffuse situations and mediate differences.
- Implementing innovative special education program service delivery models aligned to state and federal regulations.
- Following federal and state regulations for special education programs (IDEA 2004, Education Code, Federal Code of Regulations).
- Implementing recommendations from federal and state compliance reports (Federal Program Monitoring, Special Education Self Review, FCMAT).
- Facilitating mediation and resolution sessions with parents, advocates, and attorneys.
- Writing and presenting resolution agreements prior to Due Process proceedings.
- Preparing and representing the district in Due Process proceedings with the Office of Administrative Hearings.

**QUALIFICATIONS:**

EXPERIENCE:

Five (5) years of certificated administrative experience with a minimum of three (3) years' experience as a special services administrator as well as five (5) years successful teaching experience and have a proven ability to perform at a high level of competence in positions of leadership and responsibility.

EDUCATION:

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

**DISTRICT REQUIREMENTS:**

- Fingerprints on file as required by State Law
- TB Skin Test as required by State Law

**WORKING CONDITIONS:**

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.

PHYSICAL ELEMENTS:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

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                             |
| 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 <sup>th</sup> grade level:        |     | Yes |
| Ability to comprehend and follow directions:            | Yes |     |
| Able to keep up a high activity level during the shift: | Yes |     |

Revision Date: 05/2017

**AN EQUAL OPPORTUNITY EMPLOYER**  
**RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**