



# RIALTO UNIFIED SCHOOL DISTRICT

## ACADEMIC AGENT: SPECIAL SERVICES Management Job Description

### DEFINITION

Under the general direction of the Lead Special Services Agent, the Academic Agent: Special Services is responsible for establishing a comprehensive approach to improve school climate, creating inclusive schools for students with exceptional needs, and fostering a District culture to ensure equity and social justice. Provide leadership in developing, implementing, and monitoring systems, policies, and core practices specifically related to closing the achievement and access gaps for students with exceptional needs. Facilitates creative and inclusive experiences, navigating complex conversations and growing the District's organizational capacity to do action-based work in eliminating educational inequities and disparities for students who receive special education services.

### ESSENTIAL DUTIES

- Communicate new developments in special education law to staff.
- Coordinate and facilitate all staff training necessary for the oversight of Individualized Education Programs (IEPs).
- Coordinate and/or provide training for division staff to improve their understanding of and compliance with special education laws and regulations.
- Coordinate, monitor, and assess effectiveness of division strategies related to dispute resolution.
- Maintain open communication and provide support structure for special education coordinators and school administrators, as needed, regarding issues of compliance and conflict in relation to special education programs within schools.
- Assists in establishing improvement benchmarks for students with exceptional needs and preparing reports on critical initiatives.
- Researches, plans, implements, and evaluates District-wide equity initiatives related to equity and student academic achievement, behavior supports, specialized academic instruction and related services for students with exceptional needs.
- Conducts internal review and evaluation of existing resources and programs established to support students with exceptional needs.
- Plans, implements, and evaluates District-wide initiatives to close the achievement and access gaps in the academic core for students with exceptional needs.
- Actively researches best practices and local, state, and federal government policies related to achievement gap regarding students with exceptional needs. Communicates findings to appropriate stakeholders regularly.
- Develops a comprehensive communication plan regarding progress monitoring for students with exceptional needs.
- Facilitates creative and inclusive experiences, navigating complex conversations and growing the District's organizational capacity to do action-based work in eliminating educational inequities and disparities for historically underrepresented students, primarily students with exceptional needs.
- Supports adult learning that transforms cultures, behaviors, and practices to empower all students to learn, achieve and succeed in a global society; creates and promotes a more inclusive culture in which differences are valued and celebrated.
- Performs other related duties as assigned.

### QUALIFICATIONS

#### Knowledge and Skills:

- Knowledge of and sensitivity to the needs of students and parents from diverse ethnic, economic, and other cultural backgrounds.
- Demonstration and evidence of ability to advocate for needs of underserved students
- Knowledge of applicable federal and state laws related to Individual with Disabilities Education Act (IDEA).
- Knowledge of applicable District policies, procedures and programs.
- Knowledge of interpersonal skills using tact, patience and courtesy.
- Knowledge and skill in the use of computers and assorted software programs.

**Ability to:** Plan, coordinate, and facilitate collaborative relationships, activities, and services involving diverse groups of people in accordance to applicable program regulations and requirements; effectively use time and resources to accomplish project objectives; effectively use oral and written communication; and demonstrate experience in successful teaching methods.

**EXPERIENCE AND EDUCATION**

**Experience:** Five (5) years of outstanding administrative experience at the site and/or District Level.

**Education:** Master’s degree from an accredited university; valid California Certificated 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	*Driving:	Occasionally
Grasping:	Occasionally	Walking:	Constantly
Fingering:	Occasionally	Push/Pull:	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

**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 <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