

**SPECIAL EDUCATION
INSTRUCTIONAL SUPPORT SPECIALIST****DEFINITION**

Under general direction of program specialist, to plan and organize the one-on-one academic and behavior instruction program for students in full inclusion and SDC programs in a school setting, assist with supervision of school programs and instructional assistants, and assist with training sessions for regular and special education staff and/or parents.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Working with program specialists and certificated staff, plan, organize and supervise the paraprofessional instructional activities for students in full inclusion and SDC programs; promote a positive learning environment.
- Participate in short- and long-range project planning to include goals and objectives, curriculum, and operating policies and procedures that are appropriate for the age level, skill and social development of children and families in the special education program.
- Participate in the decisions related to assignments for instructional assistants for the school year and in the interview process for hiring instructional assistants as needed.
- Provide training and instruction to instructional assistants as well as preparing specialized training and instructional materials, assist in arranging for training related to specialized health care procedures, toileting, and other body-care needs of students.
- Supervise, train and assist in the evaluation of instructional assistants.
- Assist in developing, organizing and presenting staff development activities for instructional assistants.
- Provide demonstration and training on academic/behavioral support strategies to instructional assistants through modeling and /or shadowing techniques.
- Provide K-12 curriculum modifications and adaptations for students fully included in the regular classroom and in the SDC class and assist with the implementation of the modifications/adaptations.
- Assist in facilitating communication between all members of the site team; attend IEP and other meetings with the school site team as needed.
- Assist with the organization and set up of new classrooms and facilitate acquiring materials and supplies for new teachers.
- Maintain a variety of records and files, including confidential student records and information; provide information to program specialist and certificated staff concerning student progress and adherence to IEP goals.
- Assist in the coordination of the Extended School Year program including, applications, interviewing, selecting, and placing ESY staff, and students.
- Work with SELPA in ordering low incidence equipment and hearing/visual equipment.
- Evaluate classroom instructional needs and purchase supplies and materials as necessary; maintain and inventory supplies and materials.
- Prepare forms, policies, records and reports to meet compliance requirements as needed and attend required workshops mandated by the State and District.
- May assist in the development of a program handbook and packet.
- Understand and adhere to district, local, state and federal policies and procedures.
- Perform other related duties as assigned.

QUALIFICATION

Knowledge of

Basic concepts of child growth and development and behavior characteristics of children K-12 including students with handicapping conditions; supervision and motivation of students with special needs; methodologies, individual learning styles and simultaneous multisensory approaches found to benefit children with disabilities who are fully included in the general education classroom or in SDC classes; behavior management strategies and techniques relating to pupils who experience atypical control problems; curriculum modifications; applicable laws, regulations, policies and procedures governing student educational programs; record keeping techniques; computer operations including data entry, word processing and spreadsheets.

Ability to

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; train and provide leadership to other staff members; to modify and adapt curriculum for full inclusion students in the regular classroom, appropriately manage student behavior and guide students toward more acceptable social behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment; communicate effectively in oral and written form; understand and carry out oral and written directions; plan and organize work; establish and maintain cooperative working relationships with children and adults; maintain confidentiality.

Experience

At least 3 years of experience in working with school aged children, and children with disabilities. A minimum of 300 hours of training/experience pertaining to children with severe disabilities is required.

Education

A.A. degree or completion of 60 units with major coursework in Human Development, Child Development or education. BA degree in Education, Child Development or related field preferred. Specific and substantial experience (in addition to the 3 years experience required) may be substituted for the required education on a year for year basis.

Physical Performance Requirements

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. May be required to correctly lift at least 50 pounds alone or more with assistance and move students on and off a school bus, in a classroom, and during outside activities as necessary. Pushing a wheelchair with or without a student in it. Assisting students using walkers, tricycles, or other mobility devices.

Licenses

Possession of a valid and appropriate California Driver's License.
Possess of current First Aide and CPR card.

Board Approved: June 12, 2007