

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: Program Manager-Moderate-Severe and Autism Support

REPORTS TO: Special Ed Coordinator

DEPARTMENT: Special Education

CLASSIFICATION: Certificated Mgmt.

WORK YEAR: 212 Days

SALARY: Schedule 35-3

BASIC FUNCTION: The Program Manager I – Autism and Moderate-Severe Support is accountable for improving student achievement through the effective management of an assigned area; provides technical, consultative and planning services in the areas of social and behavioral supports and programs designed specifically for students with moderate to severe disabilities. Organizes, develops, coordinates, recommends and supports programs for students preschool (3 years of age) through Post Secondary learning.

ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES:

- Plans, organizes, develops, coordinates, recommends and supports autism /moderate to severe programs for children of all ages in support of students learning at grade level and beyond.
- Implements ongoing program evaluation to ensure effectiveness.
- Provides academic and/or social, emotional guidance to students and families to expand practices proven to raise student achievement.
- Acts as a resource and provides workshops and outreach opportunities to ensure students and families are aware of available programs to support students to learn at grade level and beyond.
- Provides families with information regarding the nature of Autism strategies for skill generalization into the home and community.
- Participates in the development of goals and objectives for assigned programs in support of educating students at a high level to achieve their personal best.
- Implements approved changes and monitors work activities to ensure compliance with applicable federal, State, and local laws, rules and regulations.
- Provides support to teachers in creating and applying early intervention strategies and naturalistic environments.
- Coordinates with universities and research based institutions to disseminate cutting edge research to staff for creating and maintaining a state of the art Autism Spectrum educational program. • Prepares, provides, coordinates and presents workshops to families and site staff.
- Provides training through professional development opportunities for staff regarding Autism Spectrum and related disorders to promote positive transition planning as necessary, including coordinating with community organizations.
- Collaborates with District staff regarding appropriate social and behavioral support systems for students.
- Provides support services regarding community based instruction and student inclusion in community and vocational settings.
- Communicate and consult with District leaders, staff, community organizations and families regarding community resources, adult programs and support services (such as the San Andreas Regional Center).

- Coordinates school improvement efforts, resolves issues and conflicts, shares resources and ensures consistent implementation of effective practices District-wide.
- Evaluates and enhances programs to align to District standards to improve student learning.
- Works in partnership with Special Education and General Education teachers to develop effective behavioral intervention plans focused on stabilizing the student in their current setting in support of providing students access to a variety of high quality learning options to achieve their personal best.
- Coordinates with IEP teams to develop goals and objectives based on observation, assessment data and family input.
- Supervises and evaluates the performance of assigned staff on a regular basis and provides clear, constructive feedback to improve staff effectiveness.
- Plans, coordinates and arranges for appropriate training of staff in support of professional learning.
- Provides leadership, technical expertise, and serves as a resource to the District, community and other committees including staff development regarding assigned functions.
- Compiles information, formulates procedures, needs and objectives, and provides training on legal compliance.
- Collects, prepares, analyzes and maintains a variety of narrative and statistical reports and data relative to program areas.
- Makes timely recommendations for programmatic changes to provide students a variety of educational opportunities to learn at grade level and beyond.
- Ensures compliance to applicable federal, State, and local laws, rules and regulations.
- Supervises and coordinates school programs for special education students and works with Human Resources, Facilities and Transportation to arrange locations, transportation services and performs related activities to set up programs.

***QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

ENTRANCE QUALIFICATIONS:

- Any combination equivalent to a Master's degree from an accredited college or university in social/behavioral science or a Bachelor's degree
- Administrator Credential
- Bilingual English/Spanish Desirable

KNOWLEDGE AND ABILITIES:

KNOWLEDGE:

- Child growth and development.
- Characteristics of Autism Spectrum and related developmental disorders.
- Family systems and sensory integration.
- Visual strategies, developmental relationship based methodologies, language development, theories of behavioral systems, communicative methodologies.
- Current research regarding methodologies, interventions and treatment, behavior management strategies and techniques relating to pupils who experience atypical control problems.
- Data collection and data analysis methods.
- Applicable Special Education laws, codes, policies, procedures and regulations.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer to enter data, maintain records and generate reports.
- District organization, operations, policies, objectives and goals.
- Five years' experience in an Autism Spectrum Disorder related field.
- Training in a variety of Evidence Based Practices with students with Autism.
- Professional experience working with school aged children with a diagnosis of Autism Spectrum Disorder, including multiple experiences in applying communicative and behavior methodologies in the support for children with Autism Spectrum Disorder.
- Designing and revising as necessary individual programs for students.
- Training families, teachers and/or tutors in behavioral and communicative strategies.
- Conducting training workshops with families and schools.
- Participating in student progress meetings.
- Developing appropriate behavior intervention plans for an educational setting.

ABILITY TO:

- Demonstrate an understanding, patient, sensitive and receptive attitude toward students of varied age groups, exhibiting specialized needs, and on the Autism/Moderate-Severe Disabilities and other families.
- Possess strong interpersonal skills and ability to build teams, utilize community resources, train and provide leadership to other staff members.
- Appropriately manage student behavior and guide students toward socialized behaviors.

- Utilize a variety of instructional materials, methodologies and procedures to create and enhance positive educational environments.
- Perform routine clerical tasks and operate a variety of educational and office related machinery and equipment.
- Communicate, understand and follow both oral and written directions.
- Understand the complexities of working with diverse, multi-cultural and mixed socio-economic student populations.
- Establish and maintain cooperative working relationships with a diverse range of children and adults.
- Advocate for the needs of children on the autism spectrum, their families and for the success of the District Autism Program.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work to meet schedules and timelines.
- Make presentations and deliver in-services in area of specialty.
- Supervise and evaluate the performance of assigned staff.
- Learn new or updated computer systems and programs to apply to current work.
- Provide direction and support to site leaders, coordinators, and staff in support of District goals and initiatives.
- Focus and appropriately allocate resources toward identified goals.
- Negotiate skillfully in difficult situations and create solutions to promote compromise.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.
- Actively participate in meeting the District goals and outcomes.
- Apply integrity and trust in all situations.
- Work with constant interruptions.
- Work with dissatisfied or abusive individuals.
- Investigates, identifies and recommends appropriate placement based on diagnostic decisions regarding students' instructional needs.
- Identifies, clarifies and participated in the resolution of concerns regarding the provision of appropriate services to students.
- Directs and trains others of comparable skills.
- Coordinates and reconciles input from diverse sources.
- Functions as a team member in a variety of settings.
- Utilizes advanced interpersonal skills.

WORKING CONDITIONS:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position; sustain moderate to heavy physical effort for eight (8) hours.
- Ability to meet minimum physical requirements as prescribed by the California Department of Motor Vehicles.
- Conduct verbal conversation in English.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels).
- Employee must have visual acuity for the purposes of reading printed materials such as labels, safety materials, equipment manuals, etc.
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop and to reach overhead.
- Physical stamina sufficient to climb slopes, stairs, ramps and ladders.
- Physical strength sufficient to frequently lift and/or carry 25 or more pounds; occasionally lift 50 or more pounds with assistance.
- Occasionally push and/or pull a variety of tools, equipment or objects weighing 40 or more pounds.
- Exhibit a full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion range of motion capable of reaching.
- Exhibit a full range of motion for back lateral flexion, hip flexion, extension and knee flexion.
- Work in a classroom, school site, office and/or professional environments of outside service providers, and student homes.
- Physical tolerance if exposed to dust, pollen, specific agents/chemicals, cleaners and foul smells.
- Demonstrate manual dexterity necessary to operate a computer or other office equipment.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments, decisions and demonstrate manual dexterity necessary to drive a motor vehicle and to respond to emergency situations.

LICENSE AND CERTIFICATES:

- Valid California Teaching Credential in Special Education, BCBA or a Pupil Personnel Services
- Possession of a valid Class C California Driver's license and evidence of appropriate insurance.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

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