

## **Resource Specialist/Full Inclusion Specialist Job Description - Alameda Community Learning Center**

Starred sections are federally and/or state mandated duties. Duties listed are in time spent and priority order. Duties of the RS/FI Specialist at ACLC include but are not limited to:

### **Special Education Testing, IEP Development and Collaboration**

- Identify learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.\*
- Administer standardized academic achievement tests, interpreting results to determine learners' strengths and areas of need for initial assessments and triennial assessments.\*
- Provide alternative accommodations and/or modifications to learners with disabilities for assignments and testing in the general education curriculum.\*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.\*
- Collaborate with parents, learners, facilitators, advocates and specialists to develop and implement Individual Education Plans for learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for learners with disabilities.\*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.\*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.\*
- Administer State testing (STAR and CAHSEE) to learners with accommodations and modifications and preparing testing materials in compliance with State regulations.\*
- Report to site administrator (ACLC Lead Facilitator), District Program Specialist and District Special Education Director on RS/FI program status, caseload and other issues. Negotiate with District managers for access to District general and special education programs on behalf of learners with disabilities.\*
- Increase access to the educational system for parents and learners with disabilities by providing resources for advocacy within the educational system and community and providing `information and referrals to support learners' success.\*

### **Curriculum Accommodations and Modifications**

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEP's including informing general educators about the effect of disabilities on access to education and the educational needs of learners with disabilities.\*

- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for learner with disabilities requiring additional one-to-one support.\*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for learners with disabilities.\*
- Implement, provide educational materials, tutor and grade alternative educational coursework for learners with disabilities.\*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for learners with disabilities.\*
- Provide educational home visits to learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and at Encinal High School or other proceedings within the District.\*
- Create Manifestation Determinations for learners with disabilities who reach a critical level of disciplinary interventions at ACLC or the Encinal campus.\*

### **Collaboration with and Referral to Outside Agencies**

- Assist learners with disabilities in accessing community resources for education such as District alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.\*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to learners with disabilities (County mental health agencies, Regional Services, County social services agencies).\*

### **Professional Development**

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend AUSD Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).\*

### **Paraprofessional Supervision**

- Supervise paraprofessional serving learners in the Resource Specialist Program and Full Inclusion Program.\*

- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for District annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

**Additional expectations (above and beyond):**

**Provide Services for General Education Learners**

- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for learner with disabilities requiring additional one-to-one support.
- Develop and schedule peer tutoring opportunities for all learners and maintain a quiet drop-in study area for all learners.
- Arrange, attend and participate in general education SST meetings and 504 Plan meetings with facilitators, parents and learners to create additional supports for all learners.
- Develop and implement new learning opportunities in vocational areas for learners with and without disabilities (i.e. Digital Design).
- As a Behavior Intervention Case Manager, create and implement Behavior Intervention Plans including conducting functional analysis assessment as needed for general education learners.
- Provide assessment in English Language Arts for program planning purposes in the general education curriculum.
- Participate and implement Literacy Plan. Maintain resources for all learners such as a listening library utilizing both digital listening software and universal playback devices.
- Maintain school-wide access to Talking Book Library/State of California and Recordings for the Blind and Dyslexic. Administer and conduct State testing of learners according to State of California guidelines.
- Facilitate Learner Led Conferences. Participate in staff meetings, staff development and committee meetings.
- Supervise 6<sup>th</sup> grade (Wild Card). Maintain learning environment in Cove for all learners in need of quiet space. Attend CCC and participate in small group when scheduled.

**Paraprofessional Supervision**

- Supervise paraprofessional serving general education learners. (Note: in all other middle and high schools paraprofessionals work exclusively with their assigned learner.)

**Staff Development and School-Wide Administration**

- Serve on an administrative committee as determined by the Governing Board.
- Provide staff development in areas such as disability awareness, positive behavior support/crisis intervention and literacy practices (i.e. vocabulary development across the curriculum).

**Note:** Percent of fulltime depends on year-to-year caseload at ACLC and state guidelines. RS position has fluctuated between 40 – 60% and FI position has fluctuated from 0 – 20%. AUSD Special Education Director may assign additional percent of work week to other sites with the District.