

## EDITED TASK LISTING

### CLASSIFICATION: RESOURCE SPECIALIST, SPECIAL EDUCATION

**NOTE:** Each position within this classification may perform some or all of these tasks.

Task Statements	
1.	Reviews evidence based research practices and implements courses of study and training programs to assist in the Special Education Program and rehabilitation process of students utilizing resources (e.g., teaching methodologies, best practices, job market analysis, Common Core State Standards, Trade Advisory Committees etc.) as necessary.
2.	Reviews programs/services for the special needs of the students to ensure compliance with Individuals with Disabilities Education Act (IDEA), court orders, departmental policies and other appropriate regulations utilizing laws, rules, and court orders, etc. as required.
3.	<b>Implements programs/services for the special needs of the students to ensure compliance with IDEA, court orders, departmental policies and other appropriate regulations utilizing laws, rules, and court orders, etc. as required.</b>
4.	Consults with school and/or living unit security personnel on varied and/or sensitive/complex special education matters to resolve issues, provide information, options, and/or recommendations, etc. utilizing interpersonal skills based upon knowledge of policies and procedures, etc. as needed.
5.	<b>Monitors classes/programs and confers with staff and students to improve the methods, techniques and quality of service delivery to students utilizing classroom observation, review of student performance, evidence based practices, etc. in accordance with the Individualized Education Program (IEP) on an ongoing basis.</b>
6.	<b>Evaluates special education classes/programs and confers with staff and students to improve the methods, techniques and quality of service delivery to students utilizing classroom observation, review of student performance, evidence based practices, etc. in accordance with the IEP on an ongoing basis.</b>
7.	<b>Interviews/counsels students to provide information about available special education, vocational, and transitional opportunities utilizing interpersonal skills, knowledge, experience and on-site resources (e.g., class schedules, class syllabus, course descriptions, etc.) per approved regulations, policies and procedures, as requested.</b>
8.	Serves as a member of the IEP team to assess student special education needs and recommend programs/services utilizing assessment results, educational records, input from the student, teachers, and other available information per departmental policy and procedures, on an ongoing basis.
9.	<b>Analyzes student performance data and IEP goals to determine the effectiveness of the current academic and Career Technical Education (CTE) programs utilizing database/manual systems and reference materials based on knowledge, experience and training, per departmental policy and procedures, on an ongoing basis.</b>

*Tasks highlighted in bold text are not currently on the SPB classification specification*

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Task Statements	
10.	Reviews programs for the special needs of the students in order to provide them with a total education and training program per Department Operations Manual (DOM) utilizing time management skills, organizational skills, communication skills, and interacting with students, etc. on an ongoing basis.
11.	Develops programs for the special needs of the students in order to provide them with a total education and training program per DOM utilizing time management skills, organizational skills, communication skills, and interacting with students, etc. on an ongoing basis.
12.	Implements programs for the special needs of the students in order to provide them with a total education and training program per DOM utilizing time management skills, organizational skills, communication skills, and interacting with students, etc. on an ongoing basis.
13.	Monitors programs for the special needs of the students in order to provide them with a total education and training program per DOM utilizing time management skills, organizational skills, communication skills, and interacting with students, etc., on an ongoing basis.
14.	Maintains security of work areas and materials in the performance of daily activities in order to prevent escape or injury by students to themselves, others, or to property utilizing resources (e.g. interpersonal skills, heightened awareness of the surroundings, knowledge, various alarm systems, etc.) per Departmental policy.
15.	Participates in the implementation of traditional and alternative education programs to ensure service delivery as required by the IEP utilizing textbooks, supplemental materials, technology etc. per departmental policy and procedures, on an on-going basis.
16.	Monitors the implementation of traditional and alternative education programs to ensure service delivery as required by the IEP utilizing case notes, service logs, teacher reports, etc. per departmental policies and procedures, on an ongoing basis.
17.	Conducts formal and informal assessments and testing to ensure the IEP team has the information necessary to determine student academic needs, goals, and services utilizing department required formal assessments and other formal/informal assessment tools, as needed.
18.	Supervises the conduct of the students while in the classroom on an ongoing basis in order to ensure that control and discipline are upheld per California Code of Regulations (CCR) Title 15, utilizing communication skills, knowledge of progressive disciplinary methods, classroom management skills, etc.
19.	On an ongoing basis monitors all classroom supplies, materials and equipment to ensure against loss, misuse, and the potential use as a weapon per DOM, utilizing observation skills, organizational skills, classroom management skills, etc. as needed.

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20.	<b>Supports students IEP educational goals utilizing core curriculum and various supplemental resources for individual and group instruction, various teaching methodologies, classroom management skills, etc. in order to fulfill educational mandates.</b>
21.	<b>Modifies an individual student's IEP at least annually to address individual student needs and to create a positive learning environment utilizing the students' assessment data, teacher observations, reviewing daily assignments, etc. on a continuing basis per the IEP requirements.</b>
22.	<b>Counsels students as to their progress in their assigned Special Education program in order to meet their IEP educational goals and objectives utilizing the Division of Juvenile Justice (DJJ) Special Education policies, communication skills, subject matter knowledge, motivational skills, etc. on an as needed basis.</b>
23.	Maintains security of juvenile facility locks, padlocks, and keys while in the classroom and on facility grounds in order to prevent escapes and injury to students and others and the destruction of property utilizing resources (i.e., DOM, laws, rules, regulations, etc.) on a continuous basis.
24.	Participates as a member of an interdisciplinary team to fulfill court mandates and specialized treatment requirements per DOM, court cases, DJJ mission, etc. on an as needed basis utilizing subject matter expertise, observational skills, collaborative skills, writing skills, etc.
25.	Prepares reports (i.e., Monthly Service Logs, Academic Logs, progressive discipline documentation, etc.) as required by education and facility management to obtain and/or provide statistical information and to complete reports for various agencies regarding program efficacy per DOM utilizing research skills, analytical skills, organizational skills, computer skills, etc.
26.	Participates in training workshops, conferences, in-service training, faculty meetings, and seminars in order to remain current on new developments in the program and teaching techniques and continuing professional development per DJJ Education Services on an as needed basis utilizing facility resources, internet resources, communication skills, etc.
27.	<b>Evaluates students progress and performance based upon teacher observations, assessments, and completion of daily assignments, grading, student work, in order to ensure that appropriate differentiated instructional practices are effective per the DOM, CCR Title 15, DJJ Education Services Policy etc. utilizing assessment skills, observational skills, communication skills, classroom management skills, teaching methodology skills, etc.</b>
28.	Searches the classroom in collaboration with school security for contraband, weapons and illegal drugs to ensure a safe and secure environment utilizing various accountability tools, time management skills, observation skills, organizational skills, communication skills, etc. per DOM.

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29.	<b>Instructs students how to access and use materials, resources, and technologies (i.e., electronic calculators, educational software, computers, multimedia equipment, etc.) to make subject matter accessible and meaningful to the students utilizing communication skills, teaching methodology, subject matter knowledge, etc. per court mandates, GED testing, etc.</b>
30.	<b>Prepares effective written documents for management, staff, students and others to provide information on Special Education programs utilizing communication tools (e.g., personal computers, electronic mail, etc.) as appropriate.</b>
31.	<b>Communicates in a professional and effective manner with others utilizing tact and interpersonal skills to establish and maintain effective working relationships in all situations on an on-going basis.</b>
32.	Develops materials/tools to train individuals/groups in the appropriate interpretation and application of Special Education policies, procedures, guidelines, laws, and regulations utilizing computers, email, communication skills, etc., on an ongoing basis.
33.	<b>Represents the Department, in formal or informal settings, regarding Special Education matters at meetings, conferences, hearings, etc., to obtain information and/or represent the interest of the Department utilizing interpersonal skills, professionalism, knowledge, personal expertise, etc., as needed and/or upon request.</b>