

## SPECIAL EDUCATION SERVICES SPECIALIST II

**DISTINGUISHING FEATURES OF THE CLASS:** This position involves the responsibility of assisting component school district administrators and support personnel with the efficient management of special education services. The work involves the responsibility of providing assistance with the coordination and delivery of the specialized application of special education services in the school districts. Incumbents support districts in tracking and maintaining special education student and Medicaid information as well as producing mandated Individual Education Plans (IEP's). Employees in this title generate a wide range of standardized database lists and reports needed for compliance with the New York State Education Department regulations. Incumbents in this class provide on-site, telephone or Internet support to resolve user-related software problems and/or training needs. The position normally resides in the Testing and Special Services Department within (MHRIC). The position differs from the Testing Services Specialist positions by virtue of possessing knowledge in the special education field. This position differs from the Special Education Services Specialist I by virtue of the responsibility of project management duties and the greater overall complexity and scope of the work. The work is normally performed under the general supervision of the Testing and Special Services Manager with leeway allowed for exercising independent judgment in carrying out the details of the work. Supervision is not a function of this class. Does related work as required.

**TYPICAL WORK ACTIVITIES:** The typical work activities listed below, while providing representative examples of the variety of work assignments in the title do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.

Acts as project manager and coordinator for the installation of student services applications and identifies the need for training (both initial and ongoing) on the MHRIC supported special education management systems;

Assists the BOCES Testing and Special Services Manager in orienting and providing direction to lower level or new employees;

Organizes and conducts marketing presentations to the component school districts;

Coordinates and makes presentations for user meetings to develop strategies for finding solutions to common issues;

Trains school district administrators and support personnel, one-on-one or in groups, in the use of student reporting services related to special education requirements and Medicaid entitlements;

Provides telephone support to school district administrators and support personnel who have undergone on-site training, including instructions on entering data and producing standardized reports, trouble shooting and diagnosing applications problems;

Develops district specific information and prepares appropriate documentation for applications including mandated standardized IEP templates, tables and data entry forms;

Performs various tasks at component school districts in support of MHRIC testing and special services including data entry, report generation, troubleshooting, researching and testing applications problems;

Collects information to be used as a basis for reports, organizes and prepares database spreadsheets and reports, compiles directories and other reference materials to facilitate the analysis of special education information;

Develops and prepares meeting and training materials including lesson plans, schedules and databases;

Consults with school district personnel on the maintenance and effectiveness of applications, evaluates enhancement requests, and recommends system modifications;

Serves as a liaison between special education and Medicaid program developers and school district personnel to ensure the systems continued compliance with New York State Education requirements;

Tracks and reports problems and documents course of action taken to correct the problem to share in user group meetings;

Attends statewide meetings on special education procedures and shares information with district personnel;

Keeps apprised of current regulatory changes and how to incorporate them into applications.

Trains Regional Information Center personnel on special education services applications.

**FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:** Good knowledge of computer software applications supported by a Regional Information Center; good knowledge of special education management applications, special education and Medicaid terminology and processes; good knowledge of the organization functions, policies and regulations of a regional information center and component school districts; good knowledge of the principles and practices of computerized record maintenance; working knowledge of available computer technologies and their application to the instructional environment; working knowledge of computer hardware and software technology; ability to problem-solve computer user related problems relative to software technology; ability to plan, organize and coordinate projects; ability to prepare and deliver training programs; ability to establish and maintain cooperative relations with others; ability to communicate effectively both orally and in writing; poise, tact and resourcefulness.

**MINIMUM QUALIFICATIONS:** Either:

- A. Possession of a Bachelor's Degree and two (2) years (full-time paid, or its' part-time equivalent) experience in applying technology training and support by phone or on-site to users and/or experience in reporting Special Education and Medicaid mandates; **OR**

- B. Possession of an Associate’s Degree and four (4) years (full-time paid, or its’ part-time equivalent) experience in applying technology training and support by phone or on-site to users and/or experience in reporting Special Education and Medicaid mandates; **OR**
- C. Successful completion of fifteen (15) credit hours\* in Computer Science, Information Resources Management, Information Technology, Management Information Systems, Special Education, Education, Psychology or closely related field offered by a technical training institute, college or a corporate training program and five (5) years (full-time paid, or its’ part-time equivalent) experience in applying technology training and support by phone or on-site to users and/or experience in reporting Special Education and Medicaid mandates; **OR**
- D. Graduation from high school or possession of a high school equivalency diploma and six (6) years (full-time paid, or its’ part-time equivalent) experience in applying technology training and support by phone or on-site to users and/or experience in reporting Special Education and Medicaid mandates; **OR**
- E. An equivalent combination of training and experience as indicated above.

\*Coursework in the use of specific programs such as WORD, EXCEL or ACCESS and data entry is not acceptable.

**Note:** Your degree or college credits must have been awarded or earned by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education. If your degree was awarded by an educational institution outside the United States and its territories, you must provide independent verification of equivalency. A list of acceptable companies who provide this service can be found on the Internet at <http://www.cs.ny.gov/jobseeker/degrees.cfm>. You must pay the required evaluation fee.

**Special Requirement:** Possession of a valid New York State driver’s license appropriate to the vehicles operated or otherwise demonstrate their ability to meet the transportation needs of the job.

ULSTER COUNTY  
6889 SE SPEC II  
Classification: Competitive  
OA

Adopted: December 22, 2003  
Revised: September 8, 2022