POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.: IE00122

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other

Explanation *(Show any positions replaced)*: 2015 Bureau Reorganization

3. Service: [ ] Hdqtrs [X] Field

4. Employing Office Location: Washington, DC

5. Duty Station: Albuquerque, NM

6. OPM Certification No.:

7. Fair Labor Standards Act: [X] Exempt [ ] Nonexempt

8. Financial Statements Required: [ ] Executive Personnel Financial Disclosure [ ] Employment and Financial Interest

9. Subject to IA Action: [X] Yes [ ] No

10. Position Status: [ ] Competitive [ ] Excepted *(Specify in Remarks)* [ ] SES (Gen.) SES (CR)

11. Position Is: [ ] Supervisory [ ] Managerial [X] Neither

12. Sensitivity: 5- MBI w/ childcare

13. Competitive Level Code: 720

14. Agency Use: Telework: 4

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. Office of Personnel Management						
b. Department, Agency or Establishment						
c. Second Level Review	Education Program Specialist (SpEd)	GS	1720	13	DAW	
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from official title)*:

17. Name of Employee *(if vacant, specify)*:

18. Department, Agency, or Establishment: Department of the Interior

a. First Subdivision: Assistant Secretary- Indian Affairs

b. Second Subdivision: Bureau of Indian Education

c. Third Subdivision: Division of Performance & Accountability

d. Fourth Subdivision: Special Education

e. Fifth Subdivision: Bureau Operated Schools

19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee *(optional)*:

20. **Supervisory Certification**. *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

a. Typed Name and Title of Immediate Supervisor: Supervisory Education Program Specialist (SpEd)

Signature: Alvin L. Zepa — Date: 9/18/2015

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*: Dr. Jeffrey Hamley, Associate Deputy Director, Division of Performance & Accountability

Signature: [signature] — Date: 9/18/2015

21. **Classification/Job Grading Certification.** *I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.*

Typed Name and Title of Official Taking Action: Dorothy A. Willie, HR Specialist (Class)

Signature: [signature] — Date: 9/22/15

22. Position Classification Standards Used in Classifying/Grading Position: Education Program Series, GS-1720, Oct 1991.

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee *(optional)*										
b. Supervisor										
c. Classifier										

24. Remarks: Full Performance Level. Indian Preference. Occasional Driver.

BUS CODE: 8888

25. Description of Major Duties and Responsibilities *(See Attached)*

EDUCATION PROGRAM SPECIALIST (SpED)
GS-1720-13

A. INTRODUCTION

To meet its trust responsibility to Indian Tribes, BIE works to strengthen educational opportunities for American Indian students to be successful and competitive globally; to enhance student participation in their tribal communities; and support tribes in nation-building, in development of the next generation of tribal leaders. Education Resource Centers provides customized and systematic support to schools within the region in order to improve student performance outcomes and maximize school operations.

The purpose of this position is to provide professional consultation to Associate Deputy Director and Supervisory Education Program Specialist, Special Education Programs and provide assistance to ADD/District and schools in the planning, implementation and management of Special Education for improving educational outcomes for all children with disabilities and the Common Core State Standards (CCSS), to comply with Individuals with Disabilities Education Improvement Act (IDEIA); Title legislation (I, II, IV, VI and X); and the Elementary and Secondary Education Act (ESEA), and meet the goals, objectives, Corrective Action Plan (CAP) and Government Performance Results Act (GPRA).

B. MAJOR DUTIES AND RESPONSIBILITIES

Serves as the expert advisor and consultant to management, administrators and educators within the Education Resource Centers (ERC) concerning special education programs. Collaborates and coordinates efforts with ADD/District support in implementation of special education programs.

Develops and implements State Performance Plan (SPP) and Annual Performance Report (APR) Indicator targets; complete and submit the Annual Performance Report (APR) regarding BIE progress specific to the State Performance Plan (SPP) including Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE), general supervision, child find, effective transitions, etc.; develop, complete and submit the State Systemic Improvement Plan (SSIP) and report annually on BIE progress on post-school outcomes. Develops, completes and submits an annual State Application under Part B of IDEIA. Provide annual feedback to stakeholders regarding LSPP and BIE SPP targets (level of determinations).

Oversees and monitors fiscal management for special education funds from ADD/District by ensuring fiscal resources focus on areas needing improvement and provide guidance to ADD/District for required corrective actions resulting from fiscal monitoring. Provides oversight in the distribution and use of IDEIA Part B funds.

Monitors the implementation of IDEIA by Local Education Agencies (LEA) to improve education results for students with disabilities. Ensures timely corrections of noncompliance through continuous examination of performance for compliance (LSPP, SPP Indicator performance, fiscal documents review, etc.) Utilizes multiple data sources and methods for monitoring.

Implements effective Policies, Procedures and Practices to address program improvement aligned with IDEIA. Develops written guidance and technical assistance documents focused at increasing IDEIA compliance BIE system wide.

Assesses and analyzes data when making decisions regarding systemic program management and improvement; ensure data is accurate, reliable and timely reported to U.S. Department of Education, Congress, EDFacts, OMB and stakeholders.

Enforce regulations, policies and procedures as required by IDEIA and BIE and enforces sanctions when necessary. Ensures and verifies timely correction of noncompliance to meet BIE SPP targets.

Conducts state complaint investigations and mediations, and coordinates due process hearings. Ensures timely resolutions of complaints, mediations and due process actions. Identifies trends and patterns when evaluating effectiveness of resolution maintenance. Determines extent to which parents, families and students understand their rights related to dispute resolution and provide them information accordingly.

Provides technical assistance concerning legal issues pertinent to Special Education.

Develops and disseminates guidelines, manuals, policies, procedures and quality training materials regarding Special Education.

Provides professional assistance to BIE-operated and Tribal schools on Special Education topics, including self-assessment, organization and analysis of data sources, identification of areas to strengthen and any noncompliance(s) that must be corrected to ensure that statutory requirements are met.

Presents recommendations and technical assistance to school leadership, staff, school board and Tribal representatives on areas of Special Education. Recommendations include suggested activities for strengthening schoolwide improvement plans.

Provides professional development and technical assistance to ADD/District and Tribes through webinars, guidance documents, coaching, mentoring, training trainers and websites for building capacity and improving performance.

Assists with the collection of data for required reports and reporting to BIE, the Department of Education and Congress.

Collects and analyze monitoring and evaluation data to determine the specific nature and extent of technical assistance and training that may be provided to school level leadership and staff.

Provides data and findings resulting from the Special Education monitoring process to build school level capacity in the identification and implementation of research-based models for improving academic outcomes for students with disabilities.

Assist as requested with identification of consultants and organizations that have demonstrated expertise and knowledge regarding teaching methodologies and pedagogy, school leadership, assessments, data analysis, family and community engagement, etc.

Serves as a liaison with schools, families, communities, Tribes, public, state, federal and other service providers to develop awareness and understanding of Special Education and school-wide programs.

Represents the BIE and DPA at a variety of meetings, conferences, hearings, presentations, and workshops for the purpose of coordination of services.

Serves and participates on committees, in national organizations, and as the liaison for the BIE and DPA for the purpose of providing and receiving information on an array of assigned services and functions.

Makes presentations for the purpose of promoting and informing of best practices BIE-wide.

Collaborates and coordinates with Designated Federal Official (DFO) when assisting the BIE Advisory Board for Exceptional Children in complying with the Federal Advisory Committee Act (FACA)

regulations, (e.g., open meetings, publishing notice of meetings in Federal Register, ensuring members avoid conflict of interest, membership terms).

Provides collaborative support within the ERC region on school improvement efforts and issues to improve student achievement; collaborates and coordinates efforts with School Improvement Specialists including but not limited to the applications of Common Core State Standards (CCSS), Framework for Teaching and Differentiated Instruction to principles and theories of LRE for children with disabilities thus narrowing the gap between general and special education methods and practices.

C. EVALUATIVE FACTORS

1. Knowledge Required by the Position (Level 1-8, 1550 pts)

Mastery knowledge of education theories, principles, processes, and practices at early childhood, elementary, and secondary levels. Knowledge of statutes and regulations, including the Elementary and Secondary Education Act (ESEA) (Public Law 107-110); Disabilities Education Improvement Act (IDEIA P.L. 108-446); Indian Self-Determination and Education Assistance Act (Public Law 93-638); Tribally Controlled Schools Act (Public Law 100-297); other legislation that impacts the academic achievement of students; Government Performance Results Act (GPRA) performance standards related to BIE and the Department of the Interior; 25 Code of Federal Regulations (CFR); and 42 CFR, Education Department General Administrative Regulations (EDGAR).

Mastery knowledge of the theories, techniques, materials, evaluation instruments and procedures to develop Special Education policies, plan, guidelines and standards and to conduct evaluation and monitoring of Special Education professional development and services for Indian students with special needs.

Knowledge of Education programs and activities related to special education, school reform, and school improvement, which are characterized as complex and regional in scope.

General knowledge of Federal and State Education statutes and regulations pertaining to school reform and improvement, special education, and supplemental education programs.

Knowledge of Framework for Teaching processes and procedures.

Knowledge of Deconstructed Common Core State Standards and instructional targets as they apply to an IEP.

Knowledge of and skill in applying the theories, techniques, materials, and procedures for identifying educational levels of Indian children.

Knowledge of school improvement/restructuring plans.

Mastery level skills in applying knowledge where changes or new circumstances affect specific situations and require approaches or adjustments in planning and budget methods.

Possesses a broad understanding of the education and training problems/needs of an education organization in order to prepare and evaluate project plans and applications to fund educational activities for Special Education Programs.

Skill in providing direction, guidance and authoritative consultant services throughout the BIE or equivalent education organization on matters pertaining to special education and its impact on school reform and improvement

The ability to work effectively with people at all levels of the academic community, other government agencies, tribal groups, school boards, parents, state and other Federal officials.

Ability to communicate effectively both orally and in writing, to review and digest from a myriad of legal and professional publications those pertinent to the work of the position; to create and/or modify manuals, regulations, standards, procedures and instructions, and to provide authoritative answers to questions or solutions to problems whether within BIE.

2. Supervisory Controls (Level 2-4, 450 pts)

The incumbent works under supervision of Supervisory Education Program Specialist, Special Education Programs, who assigns work in terms of priorities, general objectives, usefulness, resources availability and costs. The incumbent is expected to carry out assignments to conclusion through the use of professional judgment, initiative, professionalism, experience and comprehensive technical knowledge. The incumbent works independently in developing and carrying out plans and resolving most problems that arise and gives advice and takes actions that are technically sound and valid. Supervisory review of completed work is primarily to determine the general program effectiveness and consistency with BIE's mission, philosophy, policies and with public laws and federal guidelines.

3. Guidelines (Level 3-4, 450 pts)

Guidelines include the IDEIA (P.L. 108-446), NCLB, 34 CFR Part 300, U.S. Department of Education Regulations, Department of Interior Regulations, BIE policies and procedures, the Education Department General Administration Regulations (EDGAR), PIAP, GPRA, State education regulations and standards, professional journals, publications, texts and technical manuals. The incumbent conducts extensive analysis and interpretation in applying the provisions of the numerous and complex guidelines. Independent research is conducted to determine the applicability of the guidelines for many unique and difficult assignments and modify them accordingly. In align with professional work incumbent may propose new policies and procedures.

4. Complexity (Level 4-5, 325 pts)

The position has broad duties that involve a diverse number of essentially different tasks and responsibilities that are required of the BIE in providing and guiding Special Education (IDEIA) Programs in a comprehensive, school wide approach with the regular education program. The variety of mandated services and regulatory controls require the incumbent to exercise a great amount of professional judgment in reaching sound decisions in developing the programs and adapting the guidelines to meet students' needs. The incumbent must interpret, analyze and participate in development of guidelines, policies and procedures for approval of services under Special Education Programs ensuring conformance with applicable statutes, regulations, and policies. Assignments require establishing innovative approaches and techniques for use in the region to improve the quality of the various Special Education Programs. Work is complicated by continuing legislative changes, program changes, technological developments, and conflicting requirements.

5. Scope and Effect (Level 5-4, 225 pts)

The purpose of the employee's work is to assist the *Supervisory Education Program Specialist, Special Education Programs* by providing technical assistance, continual monitoring and evaluation of the progress of Special Education Programs to meet the needs of Indian children. Employee's efforts affect the administration and conduct of Special Education Programs at the regional level, which are important to the BIE objective for improving the education and social skills of Indian children. Through duties and responsibilities performed by the employee, orderly procedures for the review, monitoring, and continuous improvement of the Special Education Programs are accomplished. Results of the work, ensures that regulatory controls and requirements are enforced, information is disseminated,

policies and procedures are developed, personnel are trained, compliance and accountability of the Special Education Programs are assured through monitoring, analysis, and validation.

6. Personal Contacts (Level 6-3, 60 pts)

Employee contacts include professional educators and officials at the local, school, regional levels; training consultants and vendors; Federal and State Education offices; DOI-Office of the Solicitors; social services offices; public schools; universities and colleges; Tribal individuals and groups; parents, students and advocates.

7. Purpose of Contacts (Level 7-3, 120)

The purpose of the contacts is to evaluate, interpret and establish working and coordinating relationships with individuals who can assist in the provision of services for Indian children. To disseminate information, train and inform persons relative to Special Education and NCLB statutory and regulatory provisions. To observe elements of projects in operations, to gather information on progress toward schedules and objectives and to give technical assistance in resolving operating problems and to maintain a working knowledge of current trends in education. The employee may encounter resistance due to divergent viewpoints concerning issues such as organizational conflicts, politics, competing objectives, resource problems, or instructional techniques and processes. These situations require the employee to influence and motivate persons or groups by use of persuasion or negotiation techniques in order to obtain the desired effect, such as to gain compliance with established or recommended policies.

8. Physical Demands (Level 8-1, 5 pts)

There may be extensive travel away from the duty station utilizing various methods of travel. Although the work is mostly sedentary, there is some walking, carrying, standing, bending and stooping involved on location and at operational sites.

9. Work Environment (Level 9-1, 5 pts)

The work is usually performed in an office, conference and/or classroom setting. Travel to remote areas and areas noted for severe weather and harsh traveling conditions may be necessary. This environment involves everyday risks or discomforts requiring normal safety precautions typical of office settings or commercial vehicles such as planes or automobiles or commercial lodging. The work area is adequately lighted, heated and ventilated.

(Total Points: 3190)

D. OTHER REQUIREMENTS/CONDITIONS

The incumbent may be required to work other than normal hours as necessary to handle emergency situations or peak workloads. Appropriately handles and safeguards sensitive and/or classified information in accordance with regulations to reduce potential compromise. Work requires travel away from the duty station on field assignments. Travel involves transit via airplane and motor vehicle.

The incumbent is required to drive a motor vehicle to conduct business at field locations. A valid State driver's license is required.

Position is subject to a favorable background investigation.

FLSA DETERMINATION: 5 CFR §551.207 Professional Exemption Criteria; 5 CFR §551.208 Learned Professionals. This position qualifies for the professional exemption as a learned professional, since the primary duty involves the performance of education program work requiring professional knowledge of the theories, principles and techniques of elementary and secondary education. Professional knowledge of elementary and secondary education is typically acquired by prolonged college or university studies evidenced by receipt of a Bachelor Degree and up. The work is predominantly intellectual characterized by administering and coordinating education programs. Incumbent plans and performs assignments independently, setting own priorities and coordinating/consulting as necessary. **FLSA Designation: Exempt**

BUS CODE Determination: IAW 5 U.S. Code §7112(b)(1), this position is excluded from the bargaining unit because the incumbent is considered a management employee. The incumbent serves as consultant to BIE operations on the full range of matters and issues pertinent to the Special Education [Individuals with Disabilities Education Improvement Act (IDEIA). Recommendations and work products facilitates management's education program planning and decision making processes.

Through assignments and responsibilities performed by the employee, an orderly procedure for the review and approval of projects/plans is accomplished, information is disseminated, guidelines and procedures are developed, personnel are trained, integrity and compliance of projects/plans/services and accountability are assured through monitoring and program reviews; quality of projects and activities are determined by evaluation, validation and ongoing analysis and appraisal.
BUS Code Designation: 8888

Telework Determination: BIE has determined this position is suitable scheduled, situational and for emergency telework. **FPPS Code: 4**

POSITION DESCRIPTION ADDENDUM
MOTOR VEHICLE OPERATION – INDIAN AFFAIRS

Title: Education Program Specialist (SpEd)

Pay Plan/Series/Grade: GS-1720-13 Position Number: IE00122

Organization: Associate Deputy Director, Bureau Operated Schools/Education Resource Center

Duty Station: Albuquerque, NM

The incumbent of this position will:
[Place an "**X**" next to appropriate category]

____ **Regularly** operate government vehicles or equipment to perform the duties of the position.

_X__ Occasionally operate a motor vehicle, but not on a regular basis.

____ Not be required to operate a vehicle.

Employees occupying positions with the requirement to **regularly** operate a vehicle must successfully complete the web-based National Safety Council Defensive Driving Course every 3 years.

All positions are subject to the Indian Affairs Motor Vehicle Operation Policy. Incumbents must be in compliance with all policy requirements depending upon position motor vehicle operation status.