

SPECIAL EDUCATION PROCESS COORDINATOR

JD LOCATOR: 2.29.2
Revised: 09/00, 05/04, 2/09

REPORTS TO:	Building Principal and Director of Special Services
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of certificated staff.

JOB SUMMARY

Assesses psychoeducational development of children. Coordinates the special education process from screening through identification, IEP development, and placement to ensure:

- (1) appropriate identification and placement of students with disabilities; and
- (2) compliance with state and federal requirements for the implementation of the Individuals with Disabilities Education Act, IDEA.

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 holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

Area A: Assessment Process

1. Creates rapport with students to enhance the accuracy of testing.
2. Follows standardized procedures in administering tests.
3. Demonstrates the ability to communicate effectively with students.
4. Analyzes assessment data carefully and writes descriptive diagnostic reports using district format.
5. Interprets data, significance, and alternatives effectively in staffing sessions.
6. Uses time effectively.

Area B: Special Education Process and Section 504 Coordination

1. Assures screening process is complete and that timelines meet with compliance.
2. Reviews transfer IEP's and complete acceptance paperwork.
3. Arranges meetings with staff and parents to review assessments and make decisions regarding diagnostic, program recommendations, and placements.
4. Coordinates with other districts to attempt to gain needed records.
5. Assures case record reviews are completed. Monitors special education caseloads.
6. Conducts workshops for special and regular education teachers as needed.
7. Monitors and adheres to expiration dates and reevaluation dates for students with active IEP's and Section 504 plans.
8. Assures special education process complies with IDEA, State Compliance Manual, Standards Manual, and the District Special Education Compliance Plan in the building(s) assigned.
9. Maintains compliance and training for Section 504 matters.

Area C: Professional Responsibilities

1. Participates in professional growth activities. Stays current with trends, requirements, and special educational legal and procedural developments.
2. Follows the policies and procedures of the school district including the district Special Educational Compliance Plan.
3. Assumes responsibilities outside the school district as they relate to the school.
4. Demonstrates professional responsibility.
5. Appearance and grooming are professional and appropriate.
6. Consistent punctuality is representative of concern for job responsibility.
7. Consistent attendance is representative of concern for fulfillment of job responsibilities.

SUPERVISORY RESPONSIBILITIES

Assists principal(s) and Special Services Director, or designee, in supervising special education programs at assigned campus(es). Responsibilities include training employees; assessing needs and making recommendations; and (when needed) interviewing and making recommendations for employment of new special education staff in collaboration with the building principal.

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Any special education certificate with graduate degree.
2. A minimum of two years successful teaching experience.
3. A good working knowledge of special education processes.
4. Successful completion of coursework to administer student testing.
5. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
6. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.

2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships with students, educational staff, parents, patrons, and administrators; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is typically performed in and around a student learning environment; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear, and sometimes walk and sit. While performing the duties of this job, the employee must occasionally push or lift up to 25 pounds. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date