

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

POSITION TITLE Special Education Coordinator
 IMMEDIATE SUPERVISOR Director of Special Education

ORIGINATION DATE May 2019
 LAST REVISION DATE May 2019

Director of Special Education
 SUPERVISOR _____ EMPLOYEE _____

BAND & GRADE D-6-1-14

Note: The signature of the supervisor and employee indicates they have read this job description and agree with its contents.

JOB SUMMARY

Ensures district compliance with State and Federal law, rules, regulations, and research-based best practices in the provision of special education and related services for students with disabilities and their families. The Special Education Coordinator collaborates with a variety of constituents including teachers, building principals, professional staff, parent/guardian groups, community organizations, and public/private agencies in the provision of special education and related services.

| REGULAR ROUTINE DUTIES: List of things to accomplish in major job function | BAND/ GRADE | % OF TIME DW | WC | NECESSARY SKILLS, KNOWLEDGE, ABILITIES: What you have to know to accomplish duty of function | PERFORMANCE STANDARDS: How will you know the job is done? |
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| Note: List each major job function prior to listing of routine duties, skills, and performance standards | | | | | |
| 1.00 Special Education Program Supervision/Coordination | | | | Knowledge of: | |
| 1.01 Assist in the provision of comprehensive special education services. | C4 | D D | | 1. Applicable local, state, and federal rules, regulations, policies, and laws. 2. District accounting and purchasing procedures. 3. District and state reporting procedures and requirements. 4. State and federal monitoring and compliance review procedures. 5. District policies and procedures | 1.01 Special education services are provided in all schools. |
| 1.02 Collaborate in the planning, design, assessment, implementation, and monitoring of effective special education service delivery models and programs in meeting identified student needs. | C4-D6 | | | | 1.02 Compliance and strategic planning. |
| 1.03 Evaluate special education programs and curricula for the purpose of providing a Free and Appropriate Public Education (FAPE) to each eligible student. | C4 | W W | | Ability to: 1. Plan, organize, and delegate. 2. Direct and supervise the activities of others. 3. Meet established deadlines. 4. Communicate 5. Build consensus. 6. Mediate differences. | 1.03 Evaluations of programs have been completed and filed. |

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| 1.04 Provide assistance in developing proposals, new programs or service delivery. | C4 | D | | 7. Maintain effective interpersonal relationships. | 1.04 Goals and objectives are established and clearly communicated to staff. |
| 1.05 Assist with ensuring the district effectively and appropriately conducts Child Find, identification, and assessment/ evaluation, IEP/IFSP/504 Plan development and due process procedures including extended school year, secondary transition services, and related services such as OT/PT, Speech/Language, IEP based mental health, and special transportation. | C4 | D | | 8. Maintain accurate records. 9. Listen 10. Conduct small and large group meetings. 11. Speak and write clearly and correctly. 12. Maintain consistent and reliable attendance. | 1.05 Evidence exists that all programs are in compliance with local, state, and federal regulations. |
| 1.06 Participate in IEP/IFSP, 504 Plans, and/or Child Study Teams as may be necessary in order to provide technical assistance or on legal and regulatory compliance in the IEP/IFSP, 504 Plans development process and provision of special education and related services including formal dispute resolution. | C4-D6 | | | | 1.06 Meetings are attended in accordance to directions established and program policies. |
| 1.07 Assist with manifestation and IAES determinations. | C4 | D | | | 1.07 Meeting are attended in accordance to directions established and program policies |
| 1.08 Provide effective leadership for staff, administrators, special education teams, parents/guardians, interagency personnel, and school community in general to ensure all students with disabilities are served appropriately to the extent they are able to demonstrate progress toward IEP/IFSP and 504 Plans goals/objectives and meet state academic guidelines. | D6 | D | | | 1.08 Evidence exists that all programs are supervised according to directions established. |
| 1.09 Facilitate meetings, processes, etc., for the purpose of developing, implementing, and maintaining appropriate special education services. | C4 | D | | | 1.09 A monthly schedule of meetings is established and followed. |
| 1.10 Prepares written documents for the purpose of responding to inquiries, | C4 | | | | 1.10 Accurate documentation is provided and delivered in a timely manner. |

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| <p>conveying information, or memorializing meetings.</p> <p>1.11 Assist with presentation of information on programs, services, regulations, etc., for the purpose of serving as a resource to parents, school personnel, or administration.</p> <p>1.12 Conduct staff evaluations.</p> <p>2.00 General Special Education Duties</p> <p>2.01 Supervise and assist in the completion of required state/federal reporting and the monitoring/compliance process.</p> <p>2.02 Provide training to keep all staff up-to-date on IEP/IFSP due process and 504 Plans procedures.</p> <p>2.03 Maintain a current understanding of state and federal rules and regulations and researched-based best practice.</p> <p>2.04 Oversee special education students and the implementation of their IEP/IFSP and/or 504 Plans in: inclusive, self-contained and pull-out settings.</p> <p>2.05 Ensure appropriate delivery of both special education instruction and related services as stipulated on IEPs/IFSPs and/or 504 Plans.</p> <p>2.06 Ensure compliance by the school with all state and federal laws and regulation.</p> <p>2.07 Ensure services provided by contractual personnel are effective and consistent with contract requirements.</p> <p>2.08 Effectively communicate to parents/guardians the special education evaluation process.</p> | <p>C4</p> <p>C4</p> <p>C4</p> <p>C4</p> <p>C4</p> <p>C4</p> <p>C4-D6</p> <p>D6</p> <p>C4</p> <p>C4</p> | <p>W</p> <p>W</p> <p>W</p> <p>W</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> | | | <p>1.11 Information is disseminated according to directions established by the Director of Special Education.</p> <p>1.12 Evaluations are completed on assigned staff and filed at completion of the school year.</p> <p>2.01 Reports are accurate and completed in a timely manner.</p> <p>2.02 Evidence exists that staff have received accurate training information.</p> <p>2.03 Appropriate procedures and records are maintained.</p> <p>2.04 Programs are in place to meet the identified needs of students described in state and federal mandates.</p> <p>2.05 Meetings with appropriate audience are held at least monthly and a record of meetings is available upon request.</p> <p>2.06 Appropriate procedures and records are maintained.</p> <p>2.07 Complete evaluations on assigned staff are on file at the completion of the school year.</p> <p>2.08 A record of workshops attended is available and how they affect our programming.</p> |

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| 2.09 Facilitate IEP meetings using a strengths based and family-centered approach. | C4 | D | | | 2.09 Programs have been designed to meet students' needs. |
| 2.10 Coordinate with student's special education team to ensure all documents are completed in a timely manner. | C4 | W | | | 2.10 All reports/documents are submitted in a timely manner. |
| 2.11 Coordinate with special education team to complete quarterly IEP progress reports. | C4 | D W | | | 2.11 Quarterly reports are completed in a timely manner. |
| 2.12 Maintain student files. | B2 | | | | 2.12 Student files are maintained accurately. |
| 2.13 Provide training and technical assistance to case managers, teachers, related service providers, and support service providers on all aspects of case management, use of computer systems for the special education process, goal writing, progress reports, annual reviews, and parent communication. | C4 | D | | | 2.13 The identification, evaluation, and placement process is in compliance with state and federal law. |
| 2.14 Ensure IEPs/IFSPs are developmentally appropriate. | C4-D6 | D | | | 2.14 Programs are in place to meet the identified needs of students described in state and federal models. |
| 2.15 Work to maintain school and LEA tracking and data systems that include: student information related to IEPs/IFSPs, services, service hours, evaluations, referrals, time lines. | C4 | D | | | 2.15 Programs have been evaluated. |
| 2.16 Support the planning of special education initiative and the implementation of initiatives. Integrates new developments, research findings, and best practices into ongoing programs and new initiatives. | C4-D6 | D | | | 2.16 Goals and objectives are established for programs. |
| 2.17 Gather and report data for all reporting requirements concerning students with IEPs/IFSPs and 504 Plans and other required reports. | C4 | | | | 2.17 Reports are provided to the Director on systems, concerns, and services. |
| 2.18 Facilitate workshops/meetings for parents, as well as identify resource | C4 | W | | | 2.18 Meetings/Workshops with appropriate staff are held and concerns regarding needs can be discussed. |

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| for parents of student with special needs. | | | | | |
| 3.00 Programs and Staffing | | | | | |
| 3.01 Determine the type of programs needed to meet the needs of students described in state/federal mandates. | D6 | D | | | 3.01 Programs are in place to meet the identified needs of students. |
| 3.02 Design programs to meet students' needs. | D6 | D | | | 3.02 Programs have been designed to meet students' needs. |
| 3.03 Establish goals and objectives on which to evaluate programs. | D6 | W | | | 3.03 Goals and objectives are established for programs. |
| 3.04 Evaluate programs. | C4-D6 | W | | | 3.04 Programs are evaluated annually. |
| 3.05 Alter programs to better meet students' needs. | C4-D6 | W | | | 3.05 Changes have been made in programs to better accommodate students' needs. |
| 3.06 Facilitate grade level transition process. | C4 | W | | | 3.06 Coordinate and attend transition rodeo events. |
| 4.00 Other Duties as Assigned | | | | | |
| 4.01 Serve on the following committees: SEAC, CTIC, CIMP, and Compliance. | D6 | W | | | 4.01 Attends all committee meetings. |
| 4.02 Participate in TAT and Child Study process. | C4 | D | | | 4.02 Attends and contributes to TAT and Child Study process. |
| 4.03 Coordinate MCA and MTAS assessments, TAT/Child Study, paraprofessional needs, schedules, and training. | C4 | W | | | 4.03 Accommodations for students' testing needs are completed and staff are trained in a timely manner. |

MINIMUM QUALIFICATIONS: Must hold a valid Minnesota license as a Special Education Director