

**Job Title:** Special Education Coordinator II - Post High  
**Department:** Special Education  
**Reports To:** Director of Special Education  
**FLSA Status:** Exempt  
**Salary Schedule:** Entry Level TT (TOSA level 3) Potential to AA lane 02



### **SUMMARY**

The Special Education Coordinator II for Post High oversees the day-to-day operations of the Post High building and classrooms and assists and monitors transition planning for special education students ages 16 through 22 with focus on postsecondary education, employment training, and on agency coordination. The Special Education Coordinator II is to ensure that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services, as specified in an Individualized Education Program (IEP), designed to meet the unique needs of the student and help prepare them for further education, employment, and independent living.

The Special Education Coordinator II will provide adequate and appropriate administrative/supervisory support and training for special educators and related service providers to ensure the delivery of appropriate education to all identified students with disabilities in the Washington County School District. **See the Certificates, Licenses, Registrations Section for salary schedule classification details.**

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Oversees the Post High Program by meeting with staff, functioning as the LEA representative at IEP meetings, and handling parent calls and concerns.

Consults and cooperates with community agencies to facilitate linkage, referral advocacy, and follow-up with student needs as they transition to work or to higher education.

Inspects the Post High building and grounds regularly to identify hazards that may cause accidents and notify the maintenance supervisor of conditions which need to be remedied.

Ensures and oversees discipline among students, making provision for the supervision of the school according to approved practices and policies, including oversight of pupils who are being transported by bus.

Oversees class schedules, career exploration and placement activities, compiles attendance reports, and monitors schedule and use of district vehicles assigned to the Post High site.

Develops procedures for the Post High School Program.

Develops, maintains, and/or implements current "best practices" in transition curriculum (portfolios, job sampling, student conducted IEPs, Parent Trainings, etc.).

Works as a liaison with community agencies and/or programs in assisting students in identifying and addressing barriers to employment.

Provides information to teachers, parents, and students regarding transition planning and available programs.

Provides formal orientations at WCSD high schools regarding agency services. Coordinates services for high school/post high school students transitioning into their program and facilitates Job Readiness Workshop training in the high schools and post high programs.

Participates and plans the Transition Fair.

Assists students and parents with applications for programs such as: WIOA, Division of Rehabilitation Services (DRS), Division of Services for People with Disabilities, Social Security, Southwest Center, etc.

Implements rules and regulations with respect to fire prevention and safety and ensures that they are carried out through fire and other emergency drills and that properly supplied first aid kits are provided where needed.

Oversees the selection and training of paraprofessionals.

Supervises and evaluates Post High School special education teachers.

Responds to parent complaints, concerns, and/or requests.

Oversees the implementation of positive behavioral interventions as outlined in the Utah State Board of Education (USBE) Least Restrictive Behavioral Intervention (LRBI) manual and meets the training needs of special education teachers in writing and implementing Functional Behavior Assessments (FUBAs) and Behavior Intervention Plans (BIPs) via coaching, modeling, observing, providing feedback, or providing additional resources as needed.

Monitors special education files and provides compliance training to special education teachers and related servers.

Completes Post Outcomes Survey annually as required by the state.

Plans and supervises Secondary ESY (extended school year).

Provides assistance with up-to-date knowledge of WCSD Special Education policies and procedures and state and federal laws and regulations. Provides input and assistance in development and training related to WCSD Special Education policies and procedures and state and federal laws and regulations related to special education.

Attends state and district meetings and participates in District Leadership Team as assigned by the Special Education Director.

### **SUPERVISORY RESPONSIBILITIES**

This position has direct supervision over the Special Education certified and classified staff.

**KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Thorough knowledge of Individual Education Program (IEP), learning theory, differentiated instruction, data collection, best instructional practices, research-based reading instruction, multicultural education, assessments, Individuals with Disabilities Act (IDEA 2004), and state and federal policies and procedures related to special education.

Ability to work well with students with disabilities, teachers, and parents of students with disabilities.

Understands special education regulations including Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE).

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Possesses excellent interpersonal skills, communication skills (written and verbal) and the ability to handle emotionally charged situations in a variety of contexts (administrative, teachers, parents, etc.)

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

### **EDUCATION and/or EXPERIENCE**

Master's Degree in Special Education or Education is required. A minimum of 5 years classroom instruction or comparable experience and supervisory experience preferred.

### **CERTIFICATES, LICENSES, REGISTRATIONS**

An active Utah professional level Special Education K-12 License is required. An active Utah professional level School Leadership License is required or must be obtained within one school year of position start date.

The first year in the position will be classified as a training year, giving the person an opportunity to be mentored and develop their understanding of the position. Therefore, year one

in this position will be paid on the Teacher Salary Schedule (TT) plus 18 additional days in the summer. Upon a successful completion of the first full school year, the position is eligible to convert to the Administrative Salary Schedule (AA).

Consideration for exemption from the training year requirement will be given if the candidate has a current Utah professional level School Leadership License and a minimum of one year experience in a position equivalent to a Coordinator or Director level.

**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.*

While performing the duties of this job, the employee is regularly required to talk or hear, use fingers and hands to handle, and reach with hands and arms. The employee is frequently required to stand, walk, or sit. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**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.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

Prepared By: <b>Director of Special Education</b>			Date: <b>05/11/2022</b>
Approved By: <b>Assistant Director, Human Resources</b>			Date: <b>05/16/2022</b>
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**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:**

*By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.*

Print Name:	Date:
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Employee Signature:

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