

Job Title: Special Education Coordinator II
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 primary responsibility of 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.*

Ensures that the rights of students with disabilities and their parents are protected as stated in the Procedural Safeguards: Due Process Procedures for Parents and Students with Disabilities.

Ensures the effective use of the Washington County School District (WCSD) electronic IEP Program, the assessment, identification, and eligibility of students with disabilities and the development and implementation of IEPs, and Behavioral Intervention Plans (BIPs).

Ensures compliance to local, state, and federal special education policies, procedures, and laws and ensures students with disabilities are educated in the Least Restrictive Environment (LRE), in the appropriate Continuum of Alternative Placements, and, to the maximum extent appropriate, in classrooms/schools with their age-mate peers who are not disabled.

Coordinates the implementation of evidence-based instructional practices to meet the individual learning needs of students with disabilities, to maximize access to and progress in the general curriculum. Vital behaviors include: data collection observation, coaching, modeling, providing feedback and/or additional resources to special education teachers as needed.

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.

Coordinates and provides technical assistance to principals, district personnel and support staff in the implementation of services for students with disabilities.

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

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.

Coordinates and informs staff development of Special Education staff and assists in the development of a master calendar for staff development.

Acts as a teacher/administrative consultant to WCSD departments (i.e., Transportation Department) on a wide range of topics.

Participates in Child Find activities and generates student/teacher/paraprofessional projections for the coming year.

As needed, attends meetings as District representative (LEA) on the multi-disciplinary team for eligibility, IEP, discipline, and placement meetings involving the Disability Law Center and/or other parent advocates, LRBI, and for Manifestation Determinations.

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

Attends state and district meetings and participates in the 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.*

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

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 from a four-year college or university is required. A minimum of 5 years classroom instruction or comparable experience and supervisory experience preferred.

CERTIFICATES, LICENSES, REGISTRATIONS

An active Level 2 Utah Teaching Special Education K-12 License is required. An active Utah Administrative/Supervisory 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 Administrative/Supervisory 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, 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: Director of Special Education		Date: 7/8/2014
Approved By: Executive Director, Special Education		Date: 7/8/2014
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist Date: 7/8/2015

<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist	Date: 6/27/2016
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 4/11/2017
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Assistant Director, Human Resources	Date: 02/16/2018

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:
Employee Signature:	