

CASEY-WESTFIELD COMMUNITY UNIT SCHOOL DISTRICT C-4

JOB DESCRIPTION

TITLE: SPECIAL EDUCATION COORDINATOR

QUALIFICATIONS: 1. Illinois Professional Educator License with School Psychologist Endorsement.
2. M.S. Degree in Psychology with a concentration in School Psychology.
3. Such alternatives to the above qualifications as appropriate and/or acceptable.

REPORTS TO: Building Principals & Superintendent

DUTIES AND RESPONSIBILITIES:

The Special Education Coordinator will provide district-wide organization and scheduling of all meetings and procedures required to fulfill the requirements of the special education program as well as be district LEA in all meetings with the exception of those in which he/she is filling the role as School Psychologist. Provide individual assessment to assist the IEP team to determine eligibility for special education, provide recommendations for remediation to educational personnel, provide leadership in the IEP process, and provide consultation services to educational personnel. To work cooperatively with and assist the School Social Worker and Guidance Counselors in providing early identification, intervention, and education in order to develop self-awareness, self-regulation, positive character traits, problem-solving skills, and tools for conflict resolution so that students reach a level of personal and social adjustment needed to achieve success in the school setting. Coordinate state testing for elementary students in grades 3-6.

Special Education Coordinator -

Duties:

1. Works directly with teachers throughout the district to implement special education curriculum and instructional methods in the special education classroom.
2. Facilitates special education curriculum adoption processes for the district.
3. Assists in the determination of types of special education programs needed by the school and makes appropriate recommendations in conjunction with district Administration.
4. Supervises the work of developing and improving the special education curricula and instructional program.
5. Encourages experimental and innovative programs that will improve instruction.
6. Coordinates district-wide testing for measuring the effectiveness of the special education program.
7. Assists district administration in the directing of and coordination of the district's special education program.
8. Participates in professional growth opportunities.
9. Attends board meetings upon request by the superintendent, administrators, or school board.
10. Communicates to the district administration the requirements and needs of the district as perceived by staff members.

11. Informs, interprets, and recommends to the district administration the effects of current and pending state legislation.
12. Assists in obtaining outside funding through grant planning, applications, and amendments.
13. Participates in district meetings and such other meetings as are required or appropriate.
14. Works with designated committees of teachers, principals, and lay persons in specific programs, projects, or courses of action.
15. Assists administration and/or district staff in curricular decisions including course offerings, course content, and the selection of materials for students with individualized education plans (IEP).
16. Ensures that the established special education curriculum is being implemented with fidelity.
17. In consultation with district staff, plans and executes professional development to support curricular decisions as needed.
18. In consultation with district staff, plans and executes professional development to address instructional needs as needed.
19. Performs all other duties necessary to the office and such other duties as may be assigned by the Board of Education, the superintendent of schools and/or administration team.
20. Provides individual and group counseling to assist students in developing a more positive mindset and appropriate goal-directed behavior, specifically Tier 2 Behavior RtI at Monroe Elementary.
21. Shows a concern for the student's total development including educational, personal and social.
22. Works with teachers and other staff members, through collaboration meetings and daily interactions, to familiarize them with the general range of services counseling offered and to improve the educational prospects of individual students being counseled.
23. Confers with administration and classroom teachers to determine students with behavior intervention needs. Works with the behavior specialist and school social worker to develop and provide a continuum of behavior services that best meets the needs of identified students.
24. Assists in creating/updating forms and procedures for entering and exiting the MTSS Tiers. Develops curriculum to provide weekly individual/group behavior lessons and confers with teachers/parents regarding behavior concerns/progress. Monitors behavior progress through entries in the school's student management programs, Dojo reports, and benchmarking results.
25. Assists school social worker in sharing public and private resources in our area that can help with student concerns, and maintains a directory of referral services to assist parents in crisis situations such as suicide threats, grief and loss, and safety issues.
26. Works cooperatively with the cross-categorical classroom, other groups, and/or school social worker/ counselors with specialized needs to provide social skills lessons or other emotional supports as needed.
27. Treats information received from parents of a counselee in a confidential manner.
28. Demonstrates thorough knowledge of student's backgrounds, cultures, skills, and interests and uses this knowledge to assist students in their planning and goal-setting.
29. Communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to student's cultures and levels of development.

30. Supervises the state assessment program for students in grades 3-6, including ordering of materials, proper handling and storage, training of staff, scheduling/coordination of testing, administering make-up testing, disaggregation and interpretation of data, and access of information to staff. Tests currently include the following: Illinois Assessment of Readiness (3rd - 6th), Illinois Science Assessment (5th), Dynamic Learning Maps - Alternate Assessment (3rd-6th), ACCESS Screener for Potential English Learners as indicated by the Home Survey (K-6th), and the ACCESS for English Learners (K-6th).
31. Has comprehensive understanding of the Multi-Tiered System of Support for math/reading/behavior and the special education referral process. Is able to explain these support processes to parents. Serves on the Teacher Collaboration Team and MTSS team.
32. Assists school social worker/counselors and other staff members to ensure all available services are utilized to provide educational services to English language learners.
33. Assists school social worker/counselors in the use of the district website and other social media to communicate school-wide goals and activities to parents and the community.
34. Works effectively with community organizations to plan and implement programs or initiatives that will benefit students.
35. Utilizes a system for maintaining accurate records that is efficient and effective. Communicates student information to outside agencies and within the district in a manner that is confidential and promotes the coordination of services.
36. Makes genuine and successful efforts to ensure that all students are well served by the school.
37. Maintains positive and productive relationships with colleagues.
38. Serves as a mentor to new staff members as assigned.
39. Serves on various committees at the school and district level.
40. Seeks out opportunities for professional development based on individual need, and participates in Regional Office of Education activities as directed.
41. Assists administration and other staff in implementing all policies and rules governing students, including schoolwide planning.
42. Performs other tasks and duties as necessary and assigned by the administration.

School Psychologist -

DUTIES

1. Provides individualized child study in the areas of intellectual ability, education achievement, and social/emotional adjustment.
2. Provides recommendations to school personnel for education remediation, special class eligibility determination, and behavioral intervention.
3. The school psychologist shall assist students directly toward adjustment to school.
4. Conducts individual, group, or facilitative therapy for students whose diagnosed problem would benefit from behavior modification.
5. Participates in case conferences when referred students are involved or as requested.
6. Participates in RTI and other special education cooperative wide interventions.
7. Attends multi-disciplinary staff conferences.
8. Provides follow-up of student progress and home/school adjustment.
9. Provides consultation services to parents, teachers, school personnel, and community agencies.
10. Participates in in-service training for staff members.
11. Supervises training of school psychologist interns in the school special education cooperative.
12. Keeps informed of new developments in the field.

13. The psychologist will attend meetings with the administrative team and special education cooperative when requested.
14. Work cooperatively and communicate positively and productively with all district staff to address student needs.
15. Conduct non-discriminatory psychological evaluations using materials and procedures that are appropriately tailored for each individual child.
16. Participate in case study components (classroom observations, learning environment assessments, record reviews, etc.) as appropriate.
17. Conduct student, teacher, administrator, and/or parent interviews regarding student's functioning as appropriate.
18. Participate in an eligibility committee conference to determine appropriate student services.
19. Make recommendations for the remediation of a student's educational problems which are based on the individual needs and learning styles of the student.
20. Confer with school personnel and parents on each student's functioning and needs.
21. Participate as requested in developing pre-referral intervention strategies and pre-evaluation planning meetings.
22. Participate as requested in developing screening procedures.
23. Consult with school personnel as requested in developing and monitoring behavior management plans for students.
24. Assist school personnel in developing and adapting instructional materials and methods for students.
25. Make home visits when necessary to accommodate parents.
26. Serve as a liaison for the district with EIASE, parents, and community agencies when needed.
27. Assist school personnel and/or parents in making referrals to outside agencies.