



COLUMBIA BOROUGH SCHOOL DISTRICT

POSITION MANAGEMENT GUIDE

TITLE: Special Education Coordinator **REVISED:** February 2022
DEPARTMENT: Schools and Pupil Services **CONTRACT:** CBA Salaried Exempt
LOCATION: Various
REPORTS TO: Director of Pupil Services

SUMMARY OF PURPOSE

This position is responsible for program coordination and facilitation in Special Education (PreK-12) to support the district's efforts to ensure Free Appropriate Public Education (FAPE) to all students who receive special education services and gifted support services. This position will ensure that the district meets Federal and State compliance regulations.

The Special Education Coordinator will have both content and instructional expertise to work as a colleague with classroom and special education teachers. The position is accountable for planning a program of study and overseeing the development of the program in the special education curriculum instruction. Critical areas will include supporting case managers to create appropriate individual education plans, and review documents to ensure quality and compliance.

ESSENTIAL FUNCTIONS

1. Facilitate compliance with all applicable regulations.
 - a. Facilitate compliance with Chapter 14, 15, and 16.
 - b. Serve as the case manager for students receiving gifted services which includes development of GIEPs.
2. Support case managers to create appropriate individual education plans.
3. Review documents to ensure quality and compliance.
 - a. Provide guidance and corrective feedback to special education teachers concerning procedural and qualitative aspects of IEP development.
 - b. Provide guidance and corrective feedback to special education teachers concerning progress monitoring of IEP goals to demonstrate student achievement.
 - c. Provide guidance and corrective feedback on the development of positive behavior support plans and FBA's for students who need them and assure that staff knows how to implement/conduct them.
4. Provide information to building administrators about learning support program organization, needs, resulting in building schedule development.
5. Identify learning needs and barriers by analyzing student data and organizing and implementing problem-solving actions with teachers. The coach should work positively toward meeting identified district improvement goals.
6. Collaborates with both general education and special education teachers to improve instructional practices for all students.
7. Support Director of Pupil Services as the district/LEA representative for students enrolled in IU13/CTC programs. Maintain communication with families and staff throughout the year for these students.
8. Recommend specific research based curricular materials for use and delivery in special education services.

9. Provide professional development on a variety of topics to staff.
 - a. Coordinate and provide training for paraprofessionals (subcontracted) as requested by building administrator.
10. Attend and/or lead a variety of meetings as determined by the Director of Pupil Services.
11. Within the district, serve as the Local Education Agency Representative as needed.
12. Inform Director of Pupil Services of student, parent, administrative or teacher concerns that might result in denial of FAPE and follow through to remedy the situation.
13. At the request of the Director of Pupil Services, chair IEP team meetings in complex situations or potentially litigious situations.
 - a. Advise the Director of Pupil Services of potentially difficult/litigious issues.
14. Coordinate internal and external transition services (AEDY, Early Intervention, Intake Meetings, School Transfers, Cyber, etc.).
15. Upon request of the building principal, provide targeted assistance to any special education teacher per the district's evaluation system or otherwise in need of instructional assistance.

DEPARTMENT/ORGANIZATION

1. Keeps current with related technology and developments that impact the department.
2. Makes decisions consistent with the CBSD mission and core values, establishes and maintains effective communication and positive relationships within CBSD.
3. Performs other functions as assigned by the Director of Pupil Services, Assistant to Superintendent, Superintendent or building administrator.
4. Contributes to the effective team environment of all issues and opportunities provided
5. Maintains an optimum relationship with other staff members by being courteous and always mindful of the importance of confidentiality.
6. Projects a positive image of the district and its programs and services.

MARGINAL FUNCTIONS

Marginal Functions will vary with the specific assignment and depend on the particular position function for which the person is responsible. Perform other duties as assigned.

ADDITIONAL COMPENSATION

Teacher contract year with up to 20 additional days paid at the per diem rate; salary to be established by the Board.

SCOPE AND IMPACT

This position involves a wide scope of responsibility in varying degrees of complexity. Internal contacts include teachers, administrators, students, support personnel and the Board. External contacts include parents, the community, outside organizations and other program coordinators in the IU13.

MINIMUM REQUIREMENTS

This position requires a valid teaching certificate, master's degree preferred, supervisor of special education or principal certificate a plus; three to five years of teaching in area of certification, training in special education or gifted preferred, satisfactory evaluations as a teacher and such alternatives to the above qualifications as the Board may find appropriate and acceptable.

SPECIAL SKILLS

Liaison for special education department for coordination, planning, communication, technical, coaching, and organizational skills for instructional guidance for staff members and students with special needs. Knowledge of gifted education services or a willingness to learn. Knowledge of federal and state regulations for special education and gifted education. Goal oriented. Must be a team player. Excellent written and oral communication skills. Effective communication and collaboration with students, parents, staff, and representatives of community agencies. Ability to develop student centered working

relationships with teachers. Has the ability to develop community and educational resource partnerships to foster student achievement. Effective management and coordination of multiple tasks. Skill with a variety of computer software. Able to advocate and program appropriate interventions for students with needs. Demonstrated excellence in teaching (Planning and Preparation, Classroom Environment, Instructional Delivery, Professionalism). Commitment to maintain confidentiality. Experience with diverse population preferred. Willingness to work a flexible, extended daily schedule with some compensated and uncompensated after-school hours to provide training and support for teachers. Team leadership experience preferred. This position must be adaptable to a flexible schedule. Evidence of good judgement, diplomacy, and tactfulness to build rapport with students and staff members. Must possess strong character.

PHYSICAL/COGNITIVE/ENVIRONMENTAL

Physical Demands: Sitting 50%, walking/standing 50%
Ability to reach above and below the waist
Ability to use fingers to pick, feel and grasp objects
Some stooping, bending, and twisting of the body
Ability to lift and/or carry supplies weighing up to 20 lbs. or more
Ability to stand or walk for extended periods of the workday
Ability to sit for extended periods of the workday

Sensory Abilities: Visual and Auditory acuity
Visual acuity to read correspondence and computer screens
Auditory acuity to be able to deal effectively with people

Work Environment: Typical public education environment.

Temperament: Must possess excellent interpersonal skills
Must be able to work in an environment with frequent interruptions
Able to receive oral communication
Able to make judgments and work under stress

Cognitive Ability: Ability to communicate effectively
Ability to organize tasks
Ability to handle multiple tasks
Ability to exercise good judgment
Ability to follow written and verbal directions.

Mental: Ability to define problems, collect and organize information, establish facts, and draw valid conclusions to solve the problem/handle the situation and use clear and good judgment. Must be able to remain calm in what can become a stressful environment.

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental/environmental demands of this position. By my signature I am verifying that I can fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodation.

X _____
Signature

Date

The above description covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities the inclusion of which would be in conformity with the major purpose of this job - Reasonable accommodations will be reviewed, evaluated, and may be made to enable individuals with disabilities to perform the essential functions of this position.