

Job Title: **Coordinator, Special Education**

Definition:

Under the supervision of the Director of Special Education, is a member of the Educational Services Team and is responsible for assisting in all aspects of the special education programs throughout the District.

Distinguishing Characteristics:

A primary focus of this position is to oversee and monitor all special education programs and staff within the District to ensure a positive learning environment that promotes a high level of student achievement and compliance with all board policies, administrative regulations, and federal and state laws.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Collaboratively assist to develop, monitor, and evaluate the effectiveness of all special education programs and services.
2. As part of the Educational Services Department, work collaboratively to establish and maintain a comprehensive, supportive educational program for all students.
3. Coordinate the placement of students requiring special education and related services in compliance with state and federal laws, and act as liaison between programs to provide coordinated services to those students.
4. Maintain records and other systems which reflect compliance with federal and state mandates for special education accountability and documentation.
5. Coordinate District services with SELPA representatives, representing the District in SELPA activities as requested by Director.
6. Oversee the development and implementation of student Individualized Education Plans (IEPs), as well as monitor the integrity of the adopted IEP system.
7. Assist in the selection, monitoring, and evaluation of curriculum and programs utilized to allow all students access to the core curriculum.
8. Maintain knowledge regarding special education laws and state assessments, and communicate this to administrators and staff.
9. Act as liaison between teachers at individual school sites and other stakeholders, including Special Education staff, designated service providers, other districts within and outside the SELPA, and outside agencies.
10. Communicate information related to Special Education goals and programs to administration, staff, parents and the general public when appropriate.
11. Act as administrative support at designated IEP meetings.
12. Act as District representative in special education due process mediations or hearings at request of Director.
13. Assist in the recruitment, selection, personnel requests, and assignment of staff assigned to special education programs/services.
14. Maintain up to date job descriptions for all Special Education staff positions.
15. Coordinate continuing education for special education teachers with institutes of higher education and District New Teacher Support Programs.

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16. Coordinate/develop regular staff meetings and professional development activities for all special education staff.
17. Assist in development of in-service opportunities for parents of special education students.
18. Assist parents in accessing appropriate education programs and related services.
19. Coordinate meetings between program chairpersons on a regular basis to communicate pertinent information and protocols.
20. Provide site administrators support regarding implementation of all special education laws, regulations, and requirements.
21. Act as liaison to District bargaining units to assure contractual adherence.
22. Assist in preparation of all requested or required special education reports.
23. Monitor special education budgets and expenditures, including state and federal grants.
24. Supervise and evaluate all assigned staff (classified and certificated).
25. Attend and participate in District meetings, applicable trainings and/or workshops as required to support the program.
26. Perform all other duties assigned.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Federal and state laws regarding special education.
- Techniques and resources utilized in assessing, instructing, and evaluating special education students.
- Child abuse laws and reporting procedures.
- Culturally and linguistically diverse backgrounds.
- District policies/procedures, rules, regulations, memos, bulletins, announcements and reasonable requests by proper authority.

Skill and Ability to:

- Establish and maintain cooperative relationships with administrators, school personnel, parents, students, co-workers and the public.
- Communicate effectively in the English language both orally and in writing.
- Maintain the integrity of confidential information relating to a student, family, colleague or district patron.
- Effectively advise and evaluate appropriate personnel.
- Meet schedules and time lines.
- Work independently with appropriate direction.
- Analyze situations accurately and adopt a course of action.
- Use tact, patience and courtesy when dealing with people.
- Use electronic communication and computer keyboarding skills.
- Work harmoniously with others and communicates effectively both orally and in writing, with student, parents and staff.
- Support other administrators when needed.

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Training and Experience:

Minimum qualifications:

- CA Administrative Services Credential
- Masters degree in Special Education, Psychology or other related field.
- Additional credential in one of the following areas:
 - Special Education teacher/specialist
 - Speech/Language Pathologist Specialist
 - Other applicable special education related credential
- At least five years experience in the education of special education students

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform work, which may require sitting for prolonged periods.
- Is subject to inside environmental conditions.
- May be required to work at a computer terminal for prolonged periods.
- May be required to take and pass a physical examination.
- Will be required to have LifeScan fingerprinting completed and cleared prior to beginning work.
- Must have a valid CA divers license and be insured.
- Utilize own vehicle for transportation as needed.
- Regular attendance to work, punctuality in meeting deadlines, attending required and suggested meetings and following schedules.
- May be required to work evenings or weekends.
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings.

| Physical Demands: | HPD = Hrs. Per Day | | |
|--------------------------|----------------------|--------------------------|------------------------|
| | Rarely (0 – 1.5 HPD) | Occasionally (1.5-3 HPD) | Frequently (3 – 6 HPD) |
| Sitting | | | X |
| Standing | | | X |
| Walking | | | X |
| Bending (neck) | | | X |
| Bending (waist) | | X | |
| Kneeling | X | | |
| Reaching | | X | |
| Stooping | X | | |
| Crawling | X | | |
| Twisting (back & neck) | | X | |
| Climbing | X | | |

Board Approved: May 1, 2018

Lancaster School District
May 2018

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| | | | |
|-----------------|---|--|--|
| Pushing/Pulling | X | | |
|-----------------|---|--|--|

| | | Lifting | | | Carrying | |
|--------------|----------------------|----------------------------|------------------------|----------------------|----------------------------|------------------------|
| | Rarely (0 – 1.5 HPD) | Occasionally (1.5 – 3 HPD) | Frequently (3 – 6 HPD) | Rarely (0 – 1.5 HPD) | Occasionally (1.5 – 3 HPD) | Frequently (3 – 6 HPD) |
| 0 – 10 lbs. | | X | | | X | |
| 11 – 25 lbs. | | X | | | X | |
| 26 – 50 lbs. | X | | | X | | |
| 51 – 75 lbs. | X | | | X | | |

| Mental Demands: | Rarely (0 – 1.5 HPD) | Occasionally (1.5 – 3 HPD) | Frequently (3 – 6 HPD) |
|------------------------|----------------------|----------------------------|------------------------|
| Problem Solve | | | X |
| Make Decisions | | | X |
| Supervise | | | X |
| Interpret Data | | | X |
| Organize | | | X |
| Write | | | X |
| Plan | | | X |
| Multi-Task | | | X |

| Equipment Use: | Rarely (0 – 1.5 HPD) | Occasionally (1.5 – 3 HPD) | Frequently (3 – 6 HPD) |
|-----------------------|----------------------|----------------------------|------------------------|
| Telephone | | | X |
| Copier | | X | |
| Computer | | | X |
| FAX Machine | X | | |