

### **Special Education Coordinator**

Oversee/manage a caseload of special education students and the implementation of their IEP/504 plans in inclusive, self-contained and pull-out settings. Coordinate the 504's at the middle and high school level.

Ensure appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.

Ensure compliance by the school with all local and Federal laws and regulations relating to students with IEPs/504 plans and students referred to special education. Coordinate this with the help of SELPA by attending monthly meetings at SCOE

Ensure that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEPs/504 plans. Assist the Superintendent in hiring the Behavior Specialist, Speech, Physical Therapist, Deaf/Hard of Hearing, Psychologist, etc. Write the contracts and work with the business department provide payment, as well as payment to ANOVA.

Effectively communicate to parents and guardians the special education process including processes for referrals, evaluations, annual IEPs/504 plans, and re-evaluations, as well as parental rights granted by IDEA.

Facilitate IEP meetings using a strengths-based and family-centered approach

Coordinate with each student's special education team to ensure all documents are completed in a timely manner (according to state, local, and school policies and procedures) prior to MDT meeting. Connect with special education team to ensure all team members (including parents) are prepared for the content of the meeting. Use this same process for any students transitioning from Preschool to elementary school. If a student is to be placed at a different school site (like ANOVA), include the Superintendent, who will be responsible for fiscal decisions.

Coordinate with the special education team to complete quarterly IEP progress reports through SEIS on their Goals and Objectives page and provide quarterly IEP progress reports to parents/guardians. These progress reports are to go out a minimum of three times a year (October, December, March,) and then to all parents in June – end of the year.

Maintain student files (paper and electronic) according to school and OSSE standards.

Provide training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of cases management such as use of computer systems for the special education process, writing of goal writing, progress reports, annual reviews and parent communication. Be mindful of where need exists and use information provided by SCOE to sure the information got to the appropriate people.

Use the SESR review to ensure IEPs are developmentally appropriate, curriculum/standards - based, strength based, and relevant to individual students. Coordinate with all District Education Specialists and RSP Assistants to review the files. Plan to complete this (lengthy) process every three years.

Work to maintain school and LEA tracking and data system through SESR that includes student information related to IEPs, services, service hours, evaluations, MDT referrals, time lines in which evaluations were completed and any discipline incidents documented.

Support the planning of special education initiative and the implementation of initiatives. Integrate new developments, research findings and best practices into ongoing programs and new initiatives.

Oversee special education inventory of equipment/materials.

Identify and develops appropriate curriculum and school based assessments to support the academic growth of students with IEPs/504 plans.

Gather and report data such as Child Count and COSF for all reporting requirements concerning students with IEPs/504 plans and other required reports (including reports to the State, Department of Education, census, grant applications, annual report, etc.) This data is required by SELPA, SCOE, and the School District.

Maintain a high level of knowledge regarding developing special education issues such as changes in federal and local special education policy.

Advocate for special education with school leadership.

Establish and maintain communication with parents of students in the program.

Facilitate workshops/meetings for parents, and identify resources for parents of students with special needs.

Engage parents and families in their student's learning and act as an ambassador for the school in the community.

As appropriate, connect with each student's outside providers, pediatricians, and therapists to support student's needs in classroom. Actively research services, line up personnel in June and ensure services throughout the year.

Co-Coordinate the ESY program.

Maintain confidentiality of student records and student information.

Perform other duties as assigned.