



# ST. MICHAEL - ALBERTVILLE SCHOOLS

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## POSITION DESCRIPTION

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <b>Special Education Building-level Coordinator (SEBC)</b>	<b>Department / Building:</b> Special Services/Special Education
<b>Reports To:</b> Special Services Director & Special Education Assistant Director; Building Principal	<b>FLSA Status:</b> Exempt
<b>Grade / Subgrade:</b>	<b>Bargaining / Work Unit:</b> Certified Staff
<b>Duty Year:</b> 186 days plus 10 additional days Elementary and Middle School, 15 additional days High School	<b>Position Last Updated:</b> 02-05-2024

### SECTION II: JOB SUMMARY

Coordinates delivery of special education programming at the building level, including the successful movement of students in and out of special education services. Serves as an advocate for the student with a special education need. Work is performed under the on-site day-to-day supervision of the building principal with direction and task assignments performed under the direction of special services and assistant director of special education.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility #</b>	1	<b>Statement of duty/responsibility:</b> Federal and State Compliance and Reporting - Special Education Programming
<b>Percent of Time</b>	70%	

#### Tasks involved in fulfilling above duty/responsibility:

- Assists in the implementation of the district's special education program which includes:



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- Procedures for the identification and assessment of students who have a disability and need special education services.
- Methods of providing special instruction and services for students with disabilities.
- Procedures, which assure compliance with state/federal laws and regulations relating to the education of students who have a disability and are in need of special education.
- Assists building administrators and staff in the identification of students who have special education needs. Consults with general education staff regarding intervention requirements.
- Assists building teams with scheduling and staffing for students who have special education disabilities.
- Assists district special education administrators in the monitoring of IEP records and timelines for each student in special education.
- Coordinates tasks of, and directly collaborates with, due process paraprofessional to ensure building-level compliance with federal and state special education documentation requirements including timelines.
- Coordinates the collection of data necessary for case staffing of students who have special education disabilities.
- Assists staff, students, and families with transition procedures as students progress through grade levels and school sites, as well as transitions to specific site-based programs.
- Responsible for monitoring transitioning of students discontinued from special education programs.

<b>Duty/Responsibility #</b>	2	<b>Statement of duty/responsibility:</b> Program and Service Leadership
<b>Percent of Time</b>	25%	

**Tasks involved in fulfilling above duty/responsibility:**

- Serves as special education department lead teacher and facilitates department and child study meetings.
- Assists principals and staff in contacting parents/guardians and other outside agencies regarding formal assessment, change in placement, reassessment, discontinuance from program, and all types of conferences.
- Serves as temporary case manager for initial referrals.
- Coordinates paraprofessional assignments and training at the building level.
- Serves as on-call resource for special education staff/students during the day.

<b>Duty/Responsibility #</b>	3	<b>Statement of duty/responsibility:</b> Staff Development Support
<b>Percent of Time</b>	5%	

**Tasks involved in fulfilling above duty/responsibility:**



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- Assists special education administrators in continuous program improvement efforts including identification of training needs.
- Assists special education administrators in the delivery of staff development and other training initiatives related to special education programming and student disability advocacy.
- Performs other job-related duties as requested or assigned.

## SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Ability to provide leadership and actively build positive relationships with others.
- Communicate effectively to different stakeholder groups including parents/guardians.
- Knowledge and understanding of special education programming.
- Capacity to develop plans for program improvement and evaluation, including compliance with federal and state special education rules and regulations.
- Ability to work with students, parents/guardians, employees of the school district, and outside agency or district personnel.
- Demonstrates the ability to establish work priorities.
- Capacity to successfully coordinate program development work within all special education program areas.

## SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's degree and licensure/certification in an area within special education.
- Master's degree or equivalent in area of special education preferred.

## SECTION VI: EXPERIENCE REQUIREMENTS

- Leadership experience in the area of special education preferred.

## SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to provide a safe educational environment where students develop lifelong skills that nurture positive attitudes and self-worth.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.



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## SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical	Lifting/Carrying		Exposure to Environmentals	
Standing	O	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through body and/or body fluids
Walking	O	Up to 25 pounds	O	Toxic chemicals
Sitting	F	Up to 50 pounds	O	Moving parts
Talking in person/on the phone	C	Up to 75 pounds	N	Electrical shock risk
Pushing/pulling	O	Up to 100 pounds	N	Explosives
Hearing	C	More than 100 pounds	N	Fumes
Feeling, grasping, finger dexterity	C	<b>Noise Levels</b>		Extreme cold (non-weather)
Climbing, balancing	N	Quiet (i.e. private office)	F	Extreme heat (non-weather)
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O	<b>Sight</b>
Stretching/reaching with hands and arms	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus
Distinguishing smell	N			Looking at computer monitor
Distinguishing temperature	N			Color vision (identify and distinguish colors)
Traveling by automobile	O			Peripheral, depth perception

## NOTICES

### Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section



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504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Director of Administrative Services, at 763-497-6504.

## **Equal Employment Opportunity Employer Notice**

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.