

27J Schools Administrative Job Description

Job Title: Special Education Coordinator

Last Modified: December 2020

Work Year: 215 Days (teacher contract calendar + 30 extended days)

Department: Student Achievement Division: Special Education

Reports To: Special Education Director and/or their designee

POSITION SUMMARY: This position is responsible for supporting the SPED Department's goal to ensure that students with disabilities receive due process within their right to access as necessary and appropriate alternative programs/services, including but not limited to, day treatment/therapeutic learning environments. This position is responsible to coordinate and collaborate with student intervention staff, building administrators and their building SPED teams as well as SPED Specialists to ensure alternative specialized programming options are available within the continuum of services for students with disabilities. This position is also responsible to support the 27J Schools Charter partners and private schools to ensure that students with disabilities enrolled as supported and served in accordance with IDEA and ECEA.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Serve as the 27J SPED Dept. liaison (first point of contact) to support building administrators when parents and/or advocates have concerns/issues about a student with a disability related to services and/or resources.
- Coordinate and serve as the 27J SPED Dept. liaison between facility schools, alternative programs, parents/guardians and district staff (SPED Specialist, SPED case managers, building admin., transportation, etc.) for students placed in or being considered for an alternative and/or a day treatment/therapeutic learning program:
 - When appropriate secure placements for students requiring an alternative or day treatment/therapeutic program
 - Coordinate transitions in/out of a student's current school to an alternative and/or day treatment/therapeutic program
 - Attend, as appropriate, IEP meetings for students in an alternative and/or day treatment/therapeutic program
 - Ensure that 27J student needs are being appropriately met within their alternative or day treatment/therapeutic program
 - In collaboration with the Assistant SPED Director complete the Annual CDE "High Cost Pool" report
- Serve as the Special Education Representative for students with disabilities at Best Interest Determination (BID) meetings
- Serve as the liaison between the SPED Department and 27J Charter School SPED teams and their building administrators to ensure students with disabilities enrolled in the charter school are served in accordance with the IDEA and the ECEA
- Serve as the SPED 27J SPED Dept. contact to ensure students with disabilities whose parents have enrolled them in a private school within 27J boundaries are supported in accordance with the IDEA and the ECEA.
- Coordinate and serve as the 27J liaison between 27J staff (SPED Specialists, SPED case managers, special service providers, intervention services staff, building admin., etc.) and parents/guardians of students with disabilities who require Homebound Educational Services
- Coordinate and implement a system that provides appropriate support and services to students eligible to participate in an Extended School Year (ESY) Program under state and federal law.

- Assist the Special Education Assistant Director to ensure that there is a full continuum of specialized services available to students with disabilities (3-21) that prepare them for their future, including transition services.

QUALIFICATIONS:

- Required: Master's level degree or higher in a Special Education related field
- Required: Must have, or have the ability to obtain within 12 mos. of hire date (demonstrate progress towards completion), a current Special Education Director license from the Colorado Department of Education
- Required: A minimum of 3 years of experience in an educational leadership position (SPED Coordinator/Specialist, Building SPED Lead, etc.)
- Required: A minimum of 5 years of experience working in a special education related field working with children and/or adolescents
- Required: Experience in developing and/or providing Professional Development / Training for adults
- Preferred: Individual with strong oral and written communication skills in Spanish, but not required

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Operating knowledge of and experience with personal computers and office equipment required. Have an advanced knowledge of the Individuals with Disabilities Education Act and Exceptional Children's Education Act.

Must have a valid driver's license and the ability to operate a motor vehicle independently

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is regularly required to communicate, coordinate, use interpersonal skills and negotiate. Frequently required to synthesize, evaluate, compile and negotiate. Occasionally required to compare, analyze, copy, instruct, compute and compile.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to talk, or hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms and drive a motor vehicle. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl. The employee may be asked to lift and/or move up to 10 pounds. The employee must have adequate vision abilities such that they are able to operate a motor vehicle independently for this job. The physical demands, work environment factors, and mental functions described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.