



GENERAL INFORMATION

<i>TITLE</i>	District Coordinator for Student Services
<i>DEPARTMENT</i>	Administration
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	General Administrative, Director of Special Education (Preferred), and/or LBS1
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Exempt
<i>REPORTS TO</i>	Assistant Superintendent for Student Services
<i>SUPERVISORY RESPONSIBILITIES</i>	Building Certified and Non-Certified Staff
<i>PRIOR EXPERIENCE</i>	Full/part-time experience as a teacher or certified employment in an educational setting and previous administrative experience preferred
<i>EVALUATION</i>	Evaluated by the Assistant Superintendent for Student Services and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures, and other sources of data. The evaluation cycle for the District Coordinator for Student Services shall be one school year.

JOB GOAL

To regularly and directly assist the Assistant Superintendent for Student Services with the initiation, development, implementation, and assessment of instructional programs and related services for students with special needs in special education programs. To provide district-wide oversight and supervision of special education programming.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

General

The District Coordinator for Student Services must be able to customarily and regularly exercise discretion and independent judgment.

- Possess excellent oral and written communication skills and abilities.
- Be able to comprehend and follow written and verbal instructions.
- Be able to understand and adhere to District policies and procedures.
- Be able to maintain the confidentiality of employee, student, school board, collective bargaining, and other sensitive District information.
- Be able to work cooperatively and effectively with colleagues.
- Be of good moral character and possessing temperate, ethical and industrious habits.
- Analyze urgent situations accurately and exercise judgment in taking effective action when dealing with parents, students, and co-workers of all levels.

Program Development, Implementation and Evaluation

- Coordinate and lead building based Student Services team meetings
- Plan, implement and oversee the ESY (extended school year) programming for District 109
- Maintain a working knowledge and awareness of special education laws and specific regulations related to documentation and reporting of those laws.
- Regularly and directly assist the Assistant Superintendent for Student Services with the development and implementation of special education programs; ensure programs are in compliance with state and federal laws, rules and regulations, and Board Policy and align with the District's mission and goals.
- Coordinate high school/middle school and elementary school/middle school and private school articulation
- Leads a process that ensures that families are respected and valued partners in planning and implementation of special education programming.

Instructional Leadership

- Support and foster an environment that focuses on inclusive practices for all students
- Coordinate and lead regular team meetings with specific student services staff members (related service providers, etc.)

- Conduct training for special education and general education staff and conduct presentations for community-based service providers pertaining to academic instruction and special education services.
- Advise teachers with regard to academic curriculum, instruction, assessment, and implementation of special education services.
- Serve as a resource regarding best practices in instruction for children who receive special education services
- Support teachers to ensure instructional improvement and maintain the highest instructional standards for all students.

Supervision and Evaluation

- Supervise and evaluate certified and non-certified staff.
- Assist with the hiring and assignment and induction of certified and non-certified staff.
- Support interview process for candidates for special education positions.
- Coordinate the use of substitute teachers in the special education department.
- Work with district and building administrative personnel on professional staffing decisions.
- Review IEP's for accuracy and compliance
- Assist the Department for Student Services in notifying case managers to ensure that deadlines related to IDEA documentation, data reports, or required special education reports are met in a timely fashion.

Case Coordination

- Facilitate evaluation IEP/Annual Review/IEP update meetings.
- Coordinate case management of students including instructional planning, selection of intervention materials and transition planning.
- Participate as a member of the Evaluation IEP/Case Coordination Team.
- Responsible for and coordinate special education transportation service.

Consultation/Collaboration

- Collaborate with colleagues, community-based service providers and parents concerning best practices for all students
- Effectively utilize conflict resolution strategies and problem-solving skills to address child, family, team or organizational issues.
- Collaborate with community-based service providers especially those who serve students with disabilities.
- Coordinate, facilitate, and participate in parent meetings, family nights and parent conferences.
- Believes that families are respected and valued partners in planning and implementation of special education programming.
- Perform other duties as assigned by the Superintendent, Assistant Superintendents, or other appropriate personnel.

MENTAL DEMANDS

Knowledge

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois leadership standards; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful behavior management strategies; and other related curriculum objectives.

Ability

The employee shall lead, plan, develop, implement, deliver, and evaluate the district's curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and timelines; take professional initiative; plan and organize work independently; develop effective staff development; read a variety of materials; efficiently employ differentiated leadership methods; learn new methods of leadership through ongoing professional development; implement a student-centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Master's Degree; completion of a leadership preparation program through an accredited university or college; successful completion of State proficiency exams; and possess/maintain appropriate licensure through the State of Illinois.

Reasoning

The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or

balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other setting such as the gymnasium, lunchroom, LMC, busses, and traffic coordination both before and after school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

REVIEWED/REVISED

- December 30, 2021