

SEDALIA SCHOOL DISTRICT #200

Job Title: Special Education Process Coordinator

Job Overview

- Director/Coordinator/Licensed Staff salary schedule
- Employed for 185 days as set in the annual calendar and under direction of the Director of Special Services
- Reviewed annually with recommendation for re-employment by April 15
- Reports to the Director of Special Services

Qualifications

- Master's Degree in Special Education
- Special Education Certification in at least one area by the State of Missouri
- Two or more years of classroom teaching for special education
- Understanding of the role of deaf/hearing impaired education and the public school's relationship to the community and the people served
- Knowledge of the special education process requirements
- Skilled as a teacher, team member, supervisor, and consultant to teachers and other personnel for the education of students with disabilities
- Capacity to make thoughtful decisions based on facts, knowledge and insight, and the courage to stand by the results
- Ability to communicate effectively with individuals, small and large groups, by correspondence or oral expression
- Ability to organize and plan effectively
- Possess an ethical and professional attitude toward colleagues and the policies of the District

Other Working Conditions

- Employed in March with contract effective July 1
- Vacations, leave policies and fringe benefits as stated in Board policies
- Spend the necessary time required to fulfill the duties of the position
- Be a member and participant in the activities of professional organizations vital to the development of professional excellence
- Opportunity to continue professional preparation with the prior approval of Administration
- Opportunity to attend professional meetings at district expense
- Work cooperatively with administration and staff throughout the district

Responsibilities and Duties

- Possess a thorough understanding of, and an ability to relate to, youth.
- Capacity to accept criticism calmly and with dignity, and without adopting a defensive attitude.
- Supervise and coordinate the special education process at the building level to ensure that the following steps for initial evaluations, reevaluations, changes of placement, and transfer students are followed.
- Collect screening/referral data for initial evaluations and reevaluations (including health and medical information, vision, hearing, and social/developmental history).
- Chair review of existing data meetings to review data collected from screening/referral, determine outcome of interventions, and decide if further evaluations is required.
- If further evaluation is needed, develop an evaluation plan and make evaluation team assignments for each student initially evaluated or reevaluated.
- Schedule meetings with parents to review actions taken in step "c" above

- Provide procedural rights to parents/guardians, and obtain consent for evaluation.
- Schedule and supervise the administration of individual tests, administer the achievement component of the evaluation, make/assign classroom observation of students, and obtain input from classroom teachers.
- Collect and review all individual test data, schedule and conduct multidisciplinary team meetings to determine if student meets eligibility requirements, and write multidisciplinary evaluation report.
- Meet with parents to participate in the development of the student's IEP, provide procedural safeguards, and obtain required consent or provide notice of action
- Note: Transfer students and changes of placement may require additional phone calls, interim placement procedures and other procedures
- Assist the building administrators by:
- Assist in the building orientation of new special education teachers, and provide training and assistance with the special education process.
- Conduct building level in-service for special and regular education teachers regarding changes in procedural requirements.
- Work with individual special education teachers to aid with program/instructional improvement.
- Assist regular and special education personnel with individual student program needs (assistive devices, transportation, parent and agency contact).
- Assist with documentation for evaluation of special education staff.
- Assist the Director of Special Services by
- Ensure that all special education student files contain the required documentation in order to meet state and federal regulations.
- Assist building personnel in obtaining and reviewing records for special education students and determining that appropriate documentation is present so that each student is correctly placed.
- Distribute and collect monthly caseload data maintained in the district special services office.
- Review and/or revise special education forms.
- Maintain written documentation of parent contact and development of issues related to selected students.
- Ensure that special education teachers follow proper procedures.
- Ensure that changes in student needs are procedurally documented and that legal procedures are followed.
- Work with parochial, private, and home-schooled students suspected of having a disability.
- Act as a liaison between special education teachers, regular education teachers, building administrators, and the Director of Special Services.
- Monitor/consult with school health nurse regarding health-related issues reflecting student achievement.
- Provide outreach, referral, and assistance to MoHealthNet eligible and potentially eligible children and their families.
- Coordinate the transition of special education students from one building level to the next.
- Coordinate contact with outside agencies such as Division of Family Services (DFS), Department of Mental Health (DMH), Children's Therapy Center (CTC), and other private/public agencies that work with special education students.
- Assist special education teachers in maintaining parent contact to discuss and clarify problems, promote parenting techniques, and provide information on outside agencies.
- Assist the implementation of adaptive PE, related services, and integration for students with disabilities by arranging meetings to develop IEP objectives and review student progress.
- Attend statewide conferences to learn procedural updates and new instructional techniques for student instruction.
- Visit exemplary programs to assist with the programming of "low incidence" students.
- Perform continuous duties including, but not limited to:
- Obtain transfer student information.
- Review files for unfinished items from previous year and information received during the summer.
- Review referrals from other agencies.

- Assist in the selection of special education personnel. Prepare forms, materials, and resources for next school year.
- Assist with balancing caseloads.
- Review information relating to current trends and issues.
- Assist with the transition of Pettis County Early Childhood Cooperative students into the school age programs.
- Follow up on calls received from parents.
- Plan monthly in-service meetings with staff.
- Assist with arranging student transportation.
- Provide information to teachers and administrators regarding students.
- Conduct parent conferences.
- Collect and complete end of the year reports, including the review of each teacher's student files
- Attend regular and special meetings as required by the administration.
- Work cooperatively with the directors, district coordinators, and administrators in the supervision and coordination of the respective programs.
- Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the administration.

DISCLAIMER

- This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job. Other duties will be required to be performed as assigned by district administration.