



2100.22: COORDINATOR OF SPECIAL EDUCATION

Reports to: Director of Special Education

General Summary: Assists in the design, development and delivery of special education programs and services for PK-21 students with disabilities. The Special Education Coordinator assists the Director of Special Education with staffing, budgeting, data collection and reporting, staff development, and program implementation and evaluation for identified special education buildings/levels/programs.

Performance Responsibilities:

1. Collaborates with administrators and staff to provide leadership and support to programs for students with disabilities for identified buildings/levels/special education programs. (10%)
2. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program procedures, assuring that processes result in appropriate programs and placement options for students with disabilities at identified buildings/levels/special education programs. (10%)
3. Conducts reviews of assigned special education documents so as to ensure compliance with district procedures, state, and federal laws. (8%)
4. Assists building staff with the identification and implementation of scientific, research-based instructional interventions, service delivery models, specialized materials and other appropriate supports for students with disabilities to enable them to progress in the District adopted curriculum and meet district and state standards. (13%)
5. Assists with maintaining a continuum of service delivery options for students with disabilities in the least restrictive environment, including the provision of related services as appropriate. (12%)

6. Is responsible for assuring students with disabilities at assigned buildings/levels/special education programs participate in State/District assessments as required, receive the appropriate assessment accommodations, and that District guidelines and procedures are followed. (5%)
7. Is responsible for ensuring program and level transition processes, transportation, extended school year/continuous year services, and Child Find for students with disabilities at identified buildings/levels/special education programs. (7%)
8. Collaborates with building and district administrators, other special education coordinators, and others as necessary to provide a staff development program for special education staff (certificated and classified) staff at identified buildings/levels/special education programs. (5%)
9. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (5%)
10. Assists with the recruitment, selection, and evaluation of special education staff at identified buildings/levels/special education programs. (5%)
11. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education. (5%)
12. Assists the Director of Special Education with budget development and implementation for identified buildings/levels/special education programs. (5%)
13. Assists with the implementation of data collection processes and assists in verifying data accuracy using available technology. (5%)
14. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences. (2%)
15. Assumes other responsibilities as delegated and assigned. (3%)

Preferred Qualifications:

- 1.

A six-year educational specialist degree from an approved institution, with required course work in special education.

2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful administrative experience in the area of special education.
4. Experience and leadership in special education administration.

Required Qualifications:

1. A master's degree from an approved institution with a major in special education.
2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful teaching experience in the area of special education.
4. Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.

Special Requirements:

| | <u>1 - 32%</u> | <u>33 - 66%</u> | <u>67% +</u> |
|---|----------------|-----------------|--------------|
| 1. Standing | X | | |
| 2. Walking | | X | |
| 3. Sitting | | X | |
| 4. Lifting _____ lb max | X | | |
| 5. Carrying _____ feet | X | | |
| 6. Pushing / Pulling | X | | |
| 7. Climbing / Balancing | X | | |
| 8. Stooping / Kneeling / Crouching / Crawling | X | | |
| 9. Reaching / Handling | X | | |
| 10. Speaking / Hearing | | | X |
| 11. Seeing / depth perception / color | | X | |

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor.

Date of Adoption

August 5, 2002

Date of Revision

March 7, 2005

September 4, 2007

May 5, 2008

September 15, 2008

September 21, 2009

February 6, 2012

Reaffirmed

August 19, 2019