

TITLE: SPECIAL EDUCATION BUILDING COORDINATOR

GENERAL DESCRIPTION: The Special Education Building Coordinator provides leadership in planning, implementing, coordinating, supervising, and evaluating Special Education programming across the school in alignment with the District. The Special Education Building Coordinator promotes inclusionary practices that foster the understanding of Special Education laws, rules, and regulations for students, families, and adults. The Special Education Building Coordinator supports Special Education teachers and Paraprofessionals in all aspects of implementation of the Special Education process preschool through age 21. The Special Education Building Coordinator also supports administrators, teachers, guidance counselors, and other professional support staff in meeting the needs of students in need of services.

QUALIFICATIONS:

1. Bachelor's Degree from an accredited institution
2. Certification in Special Education or related field
3. Experience as a Special Education Teacher or related specialist, five years preferred
4. Experience with positive behavioral interventions
5. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge of Special Education rules and regulations on both state and federal levels; School District policy; IEP/Special Education management systems; School and District RTI academic, attendance, and behavior models, data systems, and intervention programs; and positive behavioral interventions.

SKILLS: Requires demonstration of strong collaborative, teaching, coaching, and leadership skills to promote and support students with disabilities as well as staff needs and work as part of an administrative team, problem solving skills to support student success, service-related people skills, verbal and written communication skills, organizational skills to balance demands of a multi-tasking position, and technology skills in the areas of office software, student database systems, and office equipment operation.

ABILITIES: Requires excellent attention to detail and follow through to meet Special Education timelines and requirements; significant confidentiality responsibilities due to student, staff, and family needs; and fiscal responsibilities as Local Educational Agency (LEA) representative in Individual Education Plan (IEP) meetings as well as developing school budgets that meet the needs of students in the least restrictive environment.

REPORTS TO: School Principal

RESPONSIBILITIES:

SPECIAL EDUCATION ADMINISTRATION

1. Assist with development of the District budget.
2. Keep the Director of Special Services informed of all anticipated/actual financial needs generated as part of the Individual Education Plan (IEP) process.
3. Work with school administrator(s), community organizations, and state agencies to facilitate Special Education programming.
4. Follows all rules and regulations of Special Education law including preparing reports for state and local indicators, submitting data to the District office, scheduling meetings, and keeping and maintaining IEP records and other documents that pertain to Special Education.
5. Work with Special Education staff, outside consultants/specialists, and school administration to provide appropriate training for Paraprofessionals, parents, students, and staff.
6. Ensure Individual Education Plan distribution, in conjunction with the Special Education Administrative Assistants, to all staff participating in students' educational program.
7. Serve on school data and/or RTI team.
8. Serve on District and community committees relating to Special Education topics as requested.
9. Serve as Local Educational Agency (LEA) for all Individual Education Plan meetings including referrals.
10. Assist Special Education Teachers with Individual Education Plan development, compliance monitoring, and scheduling.
11. Assist with the maintenance of the Special Education files for compliance monitoring for all students in their building.
12. Working with appropriate evaluators, ensure that assessments are completed in a timely manner.
13. Working with the Director of Special Services, ensure that all materials, trainings, and supports are in place for alternative assessments.
14. Consult with outside agencies to support student transitional needs.
15. Support school administration in building level student supervision needs, resolving student problems, and issues.
16. In consultation with the School Psychologist, Guidance Department, and outside consultants, develop and support the implementation of positive behavioral plans.
17. Work with the School Nurse to facilitate the development of nursing plans and to support training for staff for medically fragile students.
18. Coordinate Special Education staffing for field trips, overnight events, and after school events as needed.

COMMUNICATION

1. Attend regularly scheduled school level leadership meetings with the School Principal.
2. Report on a timely basis anticipated/potential costs/challenges/successes/needs as a result of Individual Education Plan meetings and/or other indicators.
3. Conduct weekly consultation meetings with Special Education staff and Paraprofessionals.
4. Provide specific trainings related to student needs/updates on law/changes in procedures, etc.
5. Develop, review, and revise Special Education policies and procedures with the Director of Special Services.
6. Maintain an open line of communication with outside vendors, agencies, and families as students transition through the school system.
7. Serve as the liaison with School Principal, Special Education/Case Managers, and outside agencies keeping them abreast of challenges and successes in the area of school student needs and Special Education programs.
8. Promote and coordinate activities that support the inclusion of students with disabilities throughout the District and in the community.

SUPERVISION

1. Work with Paraprofessionals, Special Education staff, and other appropriate school staff to develop professional development goals that support Special Education students' access to the general curriculum.
2. If qualified, Supervise and evaluate all Paraprofessionals and Special Education Administrative Assistant(s) according to District timelines.
3. If qualified, work with the Director of Special Services in interviewing and making recommendations to renew or hire Paraprofessional, Special Education Teacher, or other Special Education staff.
4. Provide orientation and in-service programs for Paraprofessionals and other appropriate school staff.
5. Work with the School Principal and Director of Special Services on support and/or issues concerning Paraprofessionals, Special Education Teachers, or other Special Education staff.

SUPPLIES & EQUIPMENT

1. Keep an updated inventory of Special Education equipment, testing supplies, and educational materials.
2. Keep walkie-talkies, and any other appropriate assistive devices in satisfactory condition; order all new equipment, replacement equipment, and supplies as necessary.
3. Work with the Occupational Therapist, Speech & Language Pathologist, and Physical Therapist to procure appropriate equipment for students with communication and/or physical needs.
4. Order all supplies necessary for the efficient operation of the Special Education Coordinator's office.
5. Notify the Director of Special Services of needs not included in the District budget or of costs not covered by District budget.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; and stoop, kneel, or crouch. The employee is frequently required to supervise students, requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee must occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting. The employee is required to drive or walk in order to service students throughout the school district. The employee is expected to travel to each district school servicing students regardless of weather conditions. Employee is regularly required to handle stressful situations, and resolve conflicts.

TERMS OF EMPLOYMENT:

1. Hours subject to responsibilities of position and may require evening duty
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NJ certification
5. Valid driver's license

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Montague Twp. School District is an Equal Opportunity Employer.

Position is subject to Montague Twp. School District policy, rules, and regulations.

Approved by: Montague Township Board of Education _____ (date)

Rev. 1/2022