



COORDINATOR, SPECIAL EDUCATION

RESPONSIBILITIES

Under the leadership of the Director of Compliance & Special Education, the position is responsible for providing administrative support to site level administrators through: collection and analysis of compliance data, provision of legal/compliance support for addressing the needs of diverse populations, acquisition and reporting of educational research trends, provision of assistance with assessment requirements/compliance, provision of direct guidance during discipline manifestation determination meetings, and participation in problem-solving efforts to resolve special education process/legal concerns, analysis of student data to increase outcomes for students with disabilities.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Interpret and analyze situations in order to respond to inquiries of administrators, teachers, parents and other internal and external clients for the purpose of explaining procedures conveying and/or receiving information as needed for planning, developing, and coordinating of services related to special education.
- Provide guidance to building administrators and designees pertaining to special education regulations.
- Coordinate administrative placements for programming purposes.
- Generate reports to meet federal, state, and local reporting requirements as it pertains to students with disabilities.
- Facilitate meetings, at least quarterly, with special education teachers and/or representatives at assigned sites.
- Conduct and facilitate a variety of professional development opportunities for stakeholders (e.g., building administrators, program compliance specialists, special education teachers, general education teachers, related service providers, teacher assistants, etc.)
- Develop long and short range plans in relation to assigned administrative responsibilities for the purpose of programming for students with disabilities.
- Consult with building special education staff and designees for the purpose of coaching to facilitate Special Education Committee (SEC) and Individualized Education Program (IEP) meetings that involve a range of issues including students attending regional day school programs.
- Participate in Manifestation Determination Reviews as the Local Education Agency (LEA) to assist with regulatory guidance.
- Stay abreast of current trends, issues, and best practices related to special education.
- Assist building administrator and/or designee in diagnosing instructional and programming needs to increase outcomes for students.
- Assist the director of special education in the evaluation of the program compliance support teacher and assist in providing coaching and professional learning opportunities to the program compliance support teacher.
- Serve on committees as requested, selected, or assigned.
- Perform related work as required.



KNOWLEDGE, SKILLS AND ABILITIES

Comprehensive knowledge of the principles, practices, and procedures of school administration: practices, methods, and techniques used in the special education process from Child Find activities through evaluative procedures for a suspected disability; the legal and ethical concerns related to educating students with disabilities; and must possess the ability to develop and present ideas effectively, in oral and written form and establish and maintain effective relationships with school staff, the School Board, parents, and the general public. Comprehensive skills and knowledge in the areas of technology, records management, communication, collection and the interpretation of data, and the requirements of all laws and regulations pertaining to students with disabilities.

EDUCATION AND EXPERIENCE

Master’s Degree and a Virginia license in Administration and Supervision PreK-12 or its equivalent with a specific endorsement as a special education instructional supervisor. Considerable experience as a teacher of students with disabilities with a minimum of five years classroom instructional experience

PHYSICAL REQUIREMENTS

None

SPECIAL REQUIREMENTS

Possession of a valid driver’s license

FLSA status: Exempt	Description: 10/15, 5/17
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