

LIBERTY COMMUNITY UNIT SCHOOL DISTRICT #2
JOB DESCRIPTION

TITLE: Special Education Coordinator

REPORTS TO: Building Principal

Liberty Community Unit School District #2 has established a reputation for excellence in the education of children residing within the district's boundaries. Local and state organizations as well as many families and community members have taken notice of the positive impact our special education programs/services have on student's performance that have specific needs. Due to the increase of students with individualized education plans, we are seeking a Special Education Coordinator who is committed to carrying out our mission and driven to continue Liberty's successes as we build for the future.

The District's mission is that Liberty School and Community provide a positive, effective environment which motivates all people to learn and achieve in an ever changing world. These experiences shall nurture one's academic, social, emotional and physical needs, enabling all to be productive members of society. We believe that all children are capable of attaining high academic standards, but that some struggle mastering the basic skills that are prerequisite for later academic success and may need additional support or accommodations.

The District believes it is important to support students in academic, social-emotional, and physical needs so they can be successful in the least restrictive environment and receive a free and appropriate education.

Liberty's Special Education Coordinator will oversee special education services, interventions, accommodations, data collection, assessments, and paperwork for individualized education plans and meetings.

Position Description: Special Education Coordinator

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the districts' program of services. Responsibilities include: managing the districts' special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in effectively carrying out the special education programs and services; provide training to special education staff, general education staff, and administrators, support staff and parents; provide consultation and curricular resources to teachers and staff; assist the duties and supervision of support staff; coordinate and maintain all responsibilities of the Secondary Transitional Experience Program; and responsible for the coordination of any other special education programs and related functions within his/her respective assignment as directed.

Specifically:

1. Assign caseloads
2. Create lists of special education students as needed
3. Create support staff schedules and monitor them
4. Help with evaluation of support staff
5. Help with communication from teachers to support staff
6. Check classroom lists for special education %
7. Create, edit, review, maintain all IEPs
8. Give input on 504 Plans
9. Assist district and state Special Education Testing

10. Effectively collaborate with general education teachers, provide consultation, resources, procedures, training
11. Perform all duties of STEP program, when applicable
12. Support in district students that do not attend Liberty School
13. Create staffing day schedule, schedule subs for that day, set up and administer special education meetings
14. Communicate and provide information to parents
15. Write grants when appropriate

Ensures a high-quality classroom experience for all children

1. Works with teachers and instructional staff to create an engaging, positive learning environment for children.
2. Helps teachers and instructional staff develop research-based or best instructional practices that support the development of children’s language, early literacy, mathematical background knowledge and concept development, along with providing successful accommodations in other academic areas.
3. Uses data to help teachers monitor a student’s progress.
4. Uses coaching tools effectively to work with the special education staff to support children’s individual needs.

Supports teachers in developing and implementing secondary interventions

1. Uses data to help teachers identify and support student needs.
2. Helps teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills.
3. Supports teachers in documenting children’s progress.
4. Uses instructional and behavioral support tools effectively. (i.e. academic interventions, functional behavior assessment, and behavior management plans)

Coordinates individualized Support

1. Works with the Director of Special Education, Building Administrators, School Psychologists, School Social Worker, School Counselor, and other Program Coordinators to facilitate eligibility and support for special education.
2. Support special education staff in the developing and addressing individualized educational plan goals.

District and building level support

1. Partners with the principal on the general operations of the school
2. Ability to develop and articulate vision and goals
3. Ability to create and implement systems for program administration, including referral methods, data collection and storage.
4. Oversees data collection and progress monitoring
5. Provide training and assistance to the special education staff
6. Responsible for overseeing the District’s special education services.
7. Responsible for supporting intervention to students
8. Communicates effectively with students, staff, and community
9. Demonstrates sensitivity to teachers’ individual differences and cultural backgrounds
10. Allocates time and resources effectively
11. Respects confidentiality
12. Supports instructional staff’s engagement in professional development workshops including oneself

Skills and/or experiences required:

1. Advanced proficiency with Embrace is required

2. Familiarity with PBIS, RtI, and Illinois Learning Standards
3. Proficient in the rules and regulations of special education

Qualifications:

Candidates must have a teaching degree in special education, LBS or related field with five or more years of successful professional teaching experience. Candidates must also demonstrate a deep understanding of special education law and the results obtained from assessments performed by the school psychologist to develop appropriate instruction for students. Candidates must demonstrate the leadership experience, organizational skills, and communication abilities to effectively coach and support teachers and work with parents.

Note: Most of the work will be done during the school year. If there becomes an excessive amount of work done in the summer for example Due Process Hearing, ISBE Complaint, or a Civil Rights Complaint, etc., a time sheet will be kept and the staff member will be compensated at their hourly wage.

EVALUATION:

Evaluations conducted annually in accordance with provision of the Board’s policy on Evaluation of Certified Staff.

I reviewed this job description and discussed its contents with my supervisor. I believe it accurately reflects the duties of this position.

Print Name

Date _____

Signature of Staff Member

I reviewed this job description and discussed its contents with the staff member whose signature appears above. I believe it accurately reflects the duties of this position.

Date _____

Signature of Supervisor

ADOPTED APRIL 19, 2023

