

TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106

POSITION TITLE: Special Education Coordinator cc2217, 1419
Date: 6/21/23
Reports to: Director of Special Education Supervises: N/A Affiliated Position: TAU Terms of Employment: Full Time Year Round Exempt

SCOPE:

Manage the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing, and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

POSITION DUTIES AND RESPONSIBILITIES:

- Facilitates special education department meetings, PLC and SEEPT/Organizational meetings.
- Reviews all school IEPs to ensure quality and compliance and ensures accuracy of information in IEP.
- Coordinates with principals regarding caseloads, schedules, special education transportation needs, and special education state assessment processes
- Acts as the LEA for special education meetings
- Oversees special education eligibility and re-evaluation processes.
- Coordinates all related service schedules for students.
- Participates in the review and approval process for all Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA).
- Review Participates in Manifestation Determination meetings.
- Participates in level II discipline meetings if determined there is a need by the Superintendent.
- Completes and provides feedback on all educational assessment reports.
- Coordinates with staff for Child Find referrals.
- Fosters parental participation in the special education process by providing copies of regulations and expectations for all team members.
- Work collaboratively with staff to brainstorm behavioral strategies for special education students.
- Assists with staff and paraprofessional evaluations giving input to identified evaluator.
- Ensures procedural safeguards are met during the special education process.
- Assists with the referral process to the SAU Director of Student Services for out of school placement and services.
- Ensures transition services and meetings are coordinated with elementary and high school administration and special education staff.
- Provides professional development for special education professional staff with best practice instructional strategies.
- Provides training for staff regarding special education processes and classroom instructional practice.
- Submits records, reports and assignments promptly and effectively for review.
- Maintains and upholds school and county policies and procedures.
- Assists in upholding and enforcing school rules and administrative regulations.
- Makes provision for being available to students and parents for education-related purposes within contractual commitments.

- Attends and participates in faculty and department meetings.
- Attends all staff meetings called by school or administration.
- Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
- Maintains confidentiality of information.
- Must comply with all Timberlane School District policy and building / department rules, procedures, practices, and objectives.
- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration, and co-workers.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.

MINIMUM QUALIFICATIONS:

Education and Experience:

- Master's degree preferred.
- Minimum of five years of experience required as a special education teacher in public education.

Necessary Knowledge, Skills, and Abilities:

- Demonstrate knowledge of teaching and learning of various audiences and group dynamics.
- Ability to use of computer/technology and applicable software
- Ability to plan and supervise the work of others.
- Demonstrate excellent communication skills, both written and oral, and ability to establish and maintain positive and effective working relationships with staff and the public.
- Ability to operate computers/technology to manage records and other writing materials.
- Ability to orally communicate effectively with others, with or without the use of an interpreter.
- Ability to communicate effectively in writing, using the English language with or without the use of auxiliary aids or services.
- Ability to review, understand and apply concepts presented in training programs, conferences and/or professional literature.
- Ability to work with and cooperate with staff at all levels.
- Possess high moral standards and integrity.
- Demonstrate professional and personal characteristics necessary for working effectively with school personnel and members of the community.

LICENSURE AND CERTIFICATION REQUIREMENTS:

- Administration certification as a principal and/or special education administrator.
- Valid NH Driver's License and access to transportation for district wide travel.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

1. Lift up to 10 lbs:	Frequently required
2. Lift 11 to 25 lbs:	Frequently required
3. Lift 25 to 50 lbs:	Rarely required

4. Lift over 50 lbs:	Rarely required
5. Carry up to 10 lbs:	Frequently required
6. Carry 11 to 25 lbs:	Frequently required
7. Carry 26 to 50 lbs:	Rarely required
8. Carry over 50 lbs:	Rarely required
9. Reach above shoulder height:	Frequently required
10. Reach at shoulder height:	Frequently required
11. Reach below shoulder height:	Frequently required
12. Push/Pull:	Rarely required

Hand Manipulation:

(Not, Rarely, Occasionally, or Frequently Required)

1. Grasping:	Frequently required
2. Handling:	Frequently required
3. Torquing:	Not required
4. Fingering:	Frequently required
5. Controls and Equipment:	Computer, telephone, copy and FAX machine and calculator

Other Physical Consideration:

(Not, Rarely, Occasionally, or Frequently Required)

1. Twisting:	Frequently required
2. Bending:	Frequently required
3. Crawling:	Not required
4. Squatting:	Occasionally required
5. Kneeling:	Occasionally required
6. Crouching:	Not required
7. Climbing:	Not required
8. Balancing:	Not required

Cognitive and Sensory Requirement(s):

1. Talking	Necessary for communicating with others.
2. Hearing	Necessary for receiving instructions and inquiries.

3. Sight	Necessary for doing job effectively and correctly.
4. Tasting and Smelling	Not required

Summary of Occupational Exposures: Classroom. Occasional physical contact with children including physical contact needed for restraint of children. Possible exposure to bodily fluids.

Applicants will be subjected to a criminal background check required by state law.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

**External and internal applicants, as well as position incumbents who become disabled as defined under the Americans with Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case-by-case basis.*