

## **COORDINATOR, SPECIAL EDUCATION**

### **BASIC FUNCTION:**

Under the direction of the Director- Pupil Personnel Services, plan, organize, coordinate and implement the activities of special education programs; individualize special education program teams to assure compliance with applicable laws, rules and regulations associated with special education to promote successful learning in District schools; provide appropriate behaviorh2ia. ESSENT

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Plan, organize, coordinate and implement of special education programs; consult and monitor student IEPS; serve as a technical resource regarding student behavior management and learning strategies to facilitate student learning.

## **COORDINATOR, SPECIAL EDUCATION**

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Participate in the development of the annual preliminary budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.

Attend and conduct a variety of meetings as assigned including IEP meetings; serve on various committees as assigned; serve as District representative at IEP meetings.

### **OTHER DUTIES:**

Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

Techniques and strategies that are effective for special education students.

Applicable laws, codes, regulations, policies, and procedures, including those pertaining to special education, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Techniques and methods of assessment, data analysis, diagnosis, planning, intervention and evaluation.

Research methods.

Theories and techniques of Applied Behavior Analysis.

Social, behavioral and academic needs of special education students.

Behavior intervention methodology/techniques including positive behavior intervention strategies and regulations.

Principles and practices of instruction, curriculum, professional development and assessment in a special education setting.

Oral and written communication skills.

Principles and practices of supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

#### **ABILITY TO:**

Plan, organize, coordinate and implement of special education programs.

Monitor and review District special education cases.

Provide support and training in collaboration with District special education staff.

Attend and assist with facilitating IEPs for students.

Train and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

