

Prodeo Academy



Job Title: Special Education Coordinator

POSITION DESCRIPTION

Prodeo Academy, a PK-5th grade public charter school serving the Twin Cities, is a meaningful education solution that is closing the opportunity gap through data driven instruction in a culture based on a foundation of five core values: Perseverance, Respect, Integrity, Development and Enthusiasm. Shared expectations around these values enhance the opportunity for our scholars to reach their full potential. We are looking for team members committed to helping our students access greater opportunities, achieve future success, and contribute to the vitality of our community.

Reports To: Principal, Director of Special Education

Primary Purpose

The Special Education Coordinator is responsible for designing, monitoring, and coordinating the district due process rules and regulations and to assure that these procedures are in compliance with state and federal regulations with regard to special education for children with disabilities and to implement special education services which are in compliance with appropriate services for student with disabilities.

Qualifications

- Education/Certification Requirements: Licensure in special education or related service area such as special education by disability, school social worker, school psychologist, and speech language pathologist is required for this position.
- Working Condition Requirements: Typical office and classroom conditions. Occasional exposure to airborne and bloodborne pathogens (bodily fluids).
- Physical Effort Required: Position requires extended periods of standing when teaching or leading an activity; infrequently bends, stoops, and/or sits on the floor for extended periods of time to provide instruction one to one assistance with students. Occasionally requires extended periods of sitting during meetings and desk work to perform keyboarding activities for class preparation, grading, and related special education paperwork. Periodic lifting of students or equipment up to 40 lbs.
- Mental Effort Required: Position requires working with interruptions, classroom noise, handling multiple tasks and organizing and prioritizing work assignments. Position often employs strong interpersonal and conflict resolution skills in dealing with students, staff and parents.
- Machines, Tools, Equipment, Electronic Devices, Software Required: Operates a computer with grading, word processing, e-mail, and due process and data management software programs. Operates phone, copier, calculator, fax, printers, doc camera, Smart Board (or like equipment), other electronic resources available to staff and assistive technology, as needed, by special needs students.

Key Result Areas

Essential Duties and Responsibilities

1. Statement of Essential Duty and Responsibility: Design, monitor, and coordinate the district due process rules.
 - a. Tasks involved in fulfilling above duty/responsibility:
 - i. Implements and monitors the child student process system to provide assessment, program services, and evaluation; facilitates non-biased assessments, and provides interpreters and cultural liaisons when needed for due process and provides translated forms when needed.
 - ii. Works with the Department of Education as well as the Department of Human Services for monitoring and audits. Works with the Director of Special Education in designing and implementing the Corrective Action Plans (CAPs) as deemed necessary.
 - iii. Acts as a resource to interpret and clarify federal, state and local district regulations and policies for staff. Provides consultation to staff and building administrators in the implementation of rules for discipline of students with disabilities.
 - iv. Participates in due process hearings as needed and appropriate.
 - v. Provides mentoring to Special Services staff in learning the necessary skills for due process rules and regulations and oversees the timelines and completion of due process documents.
 - vi. Works with new families in the understanding of due process regulations and service delivery within the district.
2. Statement of Essential Duty and Responsibility: Facilitates the implementation of alternative dispute resolution processes.
 - a. Tasks involved in fulfilling above duty/responsibility:
 - i. Implements alternative dispute resolution processes such as conciliation, facilitated IEP, mediation and prepares written summary for inclusion in the child study folder.
 - ii. Works with the Director of Special Education to coordinate dispute resolution activities.
 - iii. Works with Director of Special Education on complaints filed by the parents with the Minnesota Department of Education, accountability, and compliance.
 - iv. Works to mediate differences between parents and the district.
3. Statement of Essential Duty and Responsibility: Provide program leadership, supervision, and training to Special Services staff in the building.
 - a. Tasks involved in fulfilling above duty/responsibility:
 - i. Provides leadership for the implementation of the Special Services Department Continuous Improvement Monitoring Process (CIMP) and strategic plan.
 - ii. Participates on interview teams as assigned by Director of Special Education and Building Principal.
 - iii. Provides supervision to the Director of Special Education and Building Principal, including scheduling, coverage, and professional development.
 - iv. Directs and supervises tuition billing.
 - v. Promotes the team development of the Special Education staff with one another as well as with the building staff.

- vi. Provides leadership in a variety of different areas such as Special Education Advisory Committee (SEAC), Continuous Improvement Monitoring Process (CIMP), Paraprofessional Development, Assistive Technology.
4. Statement of Essential Duty and Responsibility: Implement special education services which are in compliance with appropriate services for student with disabilities.
- a. Tasks involved in fulfilling above duty/responsibility:
 - i. Works with Director in the implementation of Minnesota Comprehensive Assessments with accommodations and implements Minnesota Test of Academic Skills (MTAS) with assigned special education students meeting criteria for alternate assessment and works with Modified MCAs and standards-based IEPs
 - ii. Works with Director on the implementation of criteria for Homebound, Homeless, Third Party Billing, and any other unusual circumstances.
 - iii. Provides consultation with the Director of Special Education in budgeting recommendations, staffing allocations and assignments, as well as budget allocations; serves as a fiscal steward of resources.
 - iv. Works with the implementation of extended school year options for students with disabilities.
 - v. Facilitates placement and monitors students with disabilities in out-of-district placements.
 - vi. Works with the community-based partnerships in helping students with disabilities access the resources.
 - vii. Coordinates referrals and services to Director for students in out-of-district placements.
 - viii. Coordinates the transportation of students with special education needs as a related service.
 - ix. Participates as an administrative designee in IEP/IFSP/IIIPP meetings and coordinates with building administrators to be administrative designees.
 - x. Works with the implementation of Assistive Technology and implements the standards within the department on student computers, Augmentative Communication inventory
5. Other duties:
- a. Perform additional duties as determined by the Director of Special Education.
 - b. Works with the Director of Special Education in updates of the Total Special Education Services (TSES) manual.
 - c. Works with the Director of Special Education in implementations of new initiatives, new regulations, and new ESEA and IDEA reauthorization requirements.
 - d. Attends area-wide meetings, keeps informed of current research/literature regarding current trends in delivery systems, new initiatives.

Knowledge, Skills and Abilities

- Strong leadership skills in facilitating group processes and team building.
- Communication skills in a variety of settings and experiences.
- Knowledge and skills in due process compliance and accountability.

- Knowledge and skills in program assessment, design, delivery, and evaluation.
- Understanding of special education trends and changes in IDEA as well as in federal and state rules and regulations.
- Excellent time management skills and organizational skills to handle multiple tasks simultaneously.
- Tolerance for ambiguity, tenacity with follow-up and creativity in development of the individual building needs, while seeing the “larger” version of the district.
- Ability to work with parents/families as well as students, staff, and support staff in problem-solving strategies.
- Ability to engage in problem-solving and conflict resolutions.
- Ability to prioritize and manage the volume of requests and responsibilities.
- Leadership in supervising program and paraprofessionals.

Supervision of Others

This position does not directly supervise others.

This position provides training and direction to new and continuing paraprofessionals on daily duties with students to meet IEP goals. Gives directions and answers questions regarding para job duties, daily schedules for paraprofessional duties, student IEP needs, accommodations and modifications, etc.

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.