



District Coordinator - SPED

Purpose Statement

The job of District Coordinator - SPED is done for the purpose/s of involves performing the essential functions listed below to ensure that each eligible child with a disability receives FAPE that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. The four main functions are : Significant Disabilities Mentor/Specialist (SDM), Autism Mentor/Specialist (AM), District Liaison (DL), DLM and AA District Testing Coordinator (AATC).

This job is distinguished from similar jobs by the following characteristics: requires appropriate Special Education level license, specialized experience. Competency in Special Education compliance, Significant Disabilities, and Autism.

This job reports to Special Education Director

Essential Functions

(AATC) Coordinates the identification and assessment of students according to DLM/UAA guidelines for the purpose of ensuring that students are properly identified for special education services.

(AATC) Serves as district testing coordinator of alternative assessments; provide required training to instructional staff; maintain student and teacher data for state reports and online reporting sites for the purpose of overseeing alternate assessment administration and data management.

(AM) Evaluates instructional assistants on the autism support team with district approved evaluation tools for the purpose of assessing employee performance.

(AM) Facilitates and leads an autism support team of instructional assistants to collect and maintain data, and provide support to school teams for the purpose of mentoring and supporting school teams in providing appropriate services to students.

(AM) Mentors case managers to understand the unique needs of students with autism for the purpose of supporting them in implementing research based instructional practices.

(AM) Participates in regional autism support groups for the purpose of enhancing the special education services for students with autism.

(DL) Consults with the Special Education Director for the purpose of developing mission/vision statements, long-term and yearly goals and objectives.

(DL) Directs school teams in the identification of students, and creation of appropriate ESY service patterns for the purpose of compliance with meeting mandated expectations for appropriate ESY services throughout the school district.

(DL) Instructs district staff members in multiple areas (e.g. Autism, Significant Cognitive Disabilities, Alternate Assessment, ESY, Transition Plans, Essential Elements, etc.) for the purpose of providing ongoing training and professional development.

(DL) Serves as a member of district leadership team and as a liaison between school and district personnel for the purpose of assisting with compliance to all state and district expectations.

(SDM) Assists case managers to understand students with significant and low incidence disabilities and to implement research based practices for the purpose of providing mentoring and guidance to instructional and support staff.

(SDM) Observes and participates in district special classrooms; assists school teams when appropriate with transitions of students into special district classes for the purpose of mentoring school teams on the proper documentation and procedures for working with students with significant disabilities.

(SDM) Provides specially designed instruction for SWSCDs; assists with implementing essential elements, and district adopted curricula for the purpose of meeting the needs of SWSCDs and mentoring instructional staff at each school.

Attends work regularly to fulfill duties specific to the assignment for the purpose of for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; applying assessment instruments; facilitating meetings; planning and managing projects; and preparing and maintaining accurate records; evaluation of employee performance.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: positive behavior interventions; appropriate Special Education codes, policies, regulations and/or laws; age appropriate activities, lesson planning, stages of child development, and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; managing a department; supervising the use of funds. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed in a generally hazard free environment.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

State of Utah Special Education Educator License
Autism training certification preferred

Continuing Educ. / Training:

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.
Continuing Education Requirements
Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

3/23/2020

Salary Grade