FREMONT SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: PK-8 Special Education Building Coordinator

JOB GOAL: Effectively oversee all aspects of special education and related services for pre-kindergarten to grade eight students placed in public schools (both Ellis School and Charter Schools), ensuring quality of programming and adherence to all laws and regulations governing the provision of special education and related services.

CONTRACT TYPE: Administrative

QUALIFICATIONS:

- Master's Degree in Special Education or a closely related field
- Certified or certifiable as a special education administrator
- Minimum of 5 years of experience in the field of special education
- Exceptional interpersonal and communication skills
- Deep understanding of special education laws, regulations and best practices
- Previous leadership in the field of special education preferred

REPORTS TO: Director of Special Services

PERFORMANCE RESPONSIBILITIES:

1. Oversee and coordinate all aspects of special education and related services in grades pre-kindergarten (PK) through eight.
2. In close communication and collaboration with the Special Services Director, supervise and evaluate all PK – 8 special education teachers and related services providers in accordance with District timelines and procedures.
3. Conduct formal evaluations of all paraprofessional support staff members in accordance with District timelines and procedures.
4. In the context of District Policies and all applicable laws, regulations, and practices recommended by the NH DOE, and under the direction of the Special Services Director, proactively communicate and reinforce expectations for all special education teachers, related services providers and paraprofessionals at Ellis School.
5. Monitor processes, procedures, timelines and documentation required in accordance with applicable laws, regulations and practices recommended by the NH DOE; work with the Pre-K to grade 8 staff to ensure compliance.
6. Provide technical assistance and consultative support to staff as needed for them to successfully perform their duties and/or improve their professional

skills; oversee and supervise the quality of direct services to students as well as indirect services such as case management and/or the development of documents required as part of the special education process.

7. Consult with building administrators and the Special Services Director as needed regarding matters related to special education at Ellis School; provide technical advice as needed to support building administrators in carrying out their duties in accordance with special education laws and regulations.
8. Collaborate with building administrators and the Special Services Director to plan, develop or refine special education programs at Ellis School to meet the changing needs of the student population.
9. Work with staff to spearhead smooth and successful student transitions from grade to grade, and from Ellis School to high school.
10. Communicate with the Special Services Director regarding the professional development needs of professionals and paraprofessionals at Ellis School in order to promote continuous improvement in the special education department.
11. Serve as the Local Education Agency Representative (LEA Representative) for all meetings at Ellis School where an LEA Rep is required in accordance with the law.
12. Work to establish and maintain positive and collaborative working relationships between special services personnel and regular education personnel at Ellis School.
13. Work to establish and maintain positive and supportive relationships between school personnel and the parents of students with disabilities.
14. Organize and chair regularly scheduled departmental meetings to assure timely and appropriate communication, responses to referrals, and coordination of the special education testing schedule.
15. Ensure the appropriate and efficient assignment of special services staff members at Ellis School; oversee the development of services schedules that align with the requirements of students' Individual Education Plans.
16. Gather information relevant to Special Education budget development and forward that information to the Special Services Director in accordance with requested timelines.
17. Gather detailed information regarding the needs of Pre-K to 8 students who are in need of extended school year services, and consult with the Special Services Director to plan and arrange for extended school year services for eligible students.
18. Serve as the LEA Representative and/or case manager for PK-8 students placed at Charter Schools.
19. Proactively work with staff to address challenges or difficulties related to the provision of special education and related services at Ellis School; seek the counsel of the building principal or Special Education Director as needed to resolve identified problems.
20. Communicate regularly with the Special Services Director regarding concerns, issues, questions and anticipated expenditures or difficulties related to special education or related services at Ellis School.

21. Other duties as assigned by the Superintendent of Schools or the Special Services Director.

TERMS OF EMPLOYMENT: 190 Days Annually

EVALUATION: Annually by the Special Services Director

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical Requirements:

1. Lift up to 10 lbs.:	Occasionally required
2. Lift 11 to 25 lbs.:	Occasionally required
3. Lift 25 to 50 lbs.:	Rarely required
4. Lift over 50 lbs.:	Not required
5. Carry up to 10 lbs:	Occasionally required
6. Carry 11 to 25 lbs:	Occasionally required
7. Carry 26 to 50 lbs:	Not required
8. Carry over 50 lbs:	Not required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Occasionally required
11. Reach below shoulder height:	Occasionally required
12. Push/Pull:	Not required

Hand Manipulation:

1. Grasping:	Occasionally required
2. Handling:	Occasionally required
3. Torquing:	Not required
4. Fingering	frequently required
5. Controls and Equipment:	Computer, telephone, copy and FAX machines

Other Physical Consideration:

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

Work Surface (s):

Standard office desk and chair. Carpeted and tile floors.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

1. Talking: Necessary for communicating with others.
2. Hearing: Necessary for receiving instructions and queries.
3. Sight: Necessary for doing job effectively and correctly.
4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

1. Short demonstration only ____
2. Any beyond short demonstration up to and including 30 days ____
3. 30-90 days ____
4. 91-180 days ____
5. 181 days to 1 year ____
6. 1 to 2 years ____
7. 2 to 4 years ____ X
8. 4 to 10 years ____
9. Over 10 years ____

Other Training, Skills and Experience Requirements:

Ability to work with staff, students and parents.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.

DISCLAIMER:
The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School

District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.

Developed June 2014