

**Chittenden Central Supervisory Union
Job Description**

JOB TITLE:	Coordinator of Support Service Programs Pre-K - 8
FLSA STATUS:	Exempt
UPDATED:	May 16, 2007

POSITION OBJECTIVES: To ensure that all students Pre-K through 8 have an appropriate educational program through planning, coordinating, and administering special education, 504, educational support system programs within the CCSU Pre-K through 8 continuum to enable students to receive the most appropriate educational experience possible.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Coordinate support service programs Pre-K through 8.

- Serves as LEA for Special Education team meetings PreK-8
- Supervises and assesses all aspects of regulatory compliance for special education, 504 and the educational support system Pre-K through 8.
- Maintains a direct line of communication to the building Principal and the Executive Director of Student Support Services in regard to support service issues and concerns.
- Supervises the process of referrals and completion of comprehensive evaluations for special education Pre-K though 8.
- Assists the Executive Director of Student Support Services with the coordination and/or implementation of in-service training workshops for regular and special education personnel as it applies to special education.
- Establishes workload and assignments of special education personnel in conjunction with the Executive Director of Student Support Services and building Principals.
- Assists in recruiting, screening, and recommending selection of special education personnel in cooperation with the Executive Director of Student Support Services and building Principals for Pre-K through 8.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine program and student needs.
- Coordinates with contracted psychologists to perform thorough assessments (including behavioral, ADHD/ADD, emotional, intelligence testing, academic achievement and the like) using psychological and educational instruments, interviews, observations, behavior checklists, and the like.

SUPERVISION RECEIVED:

Evaluated by, reports to, and receives direction from the Executive Director of Student Support Services.

SUPERVISORY RESPONSIBILITIES:

Upon the request of the Executive Director of Student Support Services, carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Upon the request of the Executive Director of Student Support Services, participation in interviewing and hiring of special education faculty and staff Pre-K-8.

Upon the request of the Executive Director of Student Support Services, training employees; planning, assigning, and directing work; appraising performance; and addressing complaints and resolving problems in reference to special education faculty and staff Pre-K-8.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's degree in Special Education and graduate course work to comply with the Vermont Special Education Coordinator endorsement or other appropriate discipline plus 3 to 5 years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired. The Board and Superintendent may deem such other qualifications as desirable.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a Special Education endorsement required. Must hold or be eligible to hold an endorsement as Director of Special Education (within two years of hire) that sufficiently and lawfully permits the employee to perform such duties as may be assigned under this job description, plus meets all the basic competencies and qualifications under this endorsement as outlined in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.¹ Valid VT Driver's License also required.
- **Language Skills.** Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.
- **Mathematical Skills.** Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with a variety of abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee is occasionally required to reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance

vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Ability to effectively handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

.....
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>