

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	<b>Educational Support Systems Coordinator</b>
<b>FLSA STATUS:</b>	<b>Exempt</b>
<b>UPDATED:</b>	<b>April 9, 2003</b>

**POSITION OBJECTIVES:**

To coordinate and provide an effective and efficient system of educational support services designed to meet the needs of assigned students and effectively promote the academic growth and achievement of students in the school setting.

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

Planning and Preparation

- Identifies and obtains copies of educational support plans (504/230/117) for all students entering the high school.
- Review and work with 504 case manager to support plans from sending school districts to ensure compliance with state law, and consistency with the procedures and practices of the high school. Make modifications to the plans as necessary maintaining consistency with state and federal law and current best practices and procedures.
- Organizes administers and facilitates the Educational Support Screening System to determine the most appropriate case manager for each support plan.
- Effectively audits existing support plans to ensure each is adequately supported by appropriate and up-to-date documentation. Obtains additional documentation as necessary.
- Works 504 Case Managers to ensure psychological documentation, and confers with parents, school counselors, school nurse, social worker, PACs teacher, Special Education Department Chair, classroom teachers and other professionals to develop effective 504/117 plan for those students who qualify for such services.
- Coordinates, facilitates, administers and participates in some EST/CRT functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested. (Competency 4d)
- Effectively works with case managers regarding changes in the student's educational support to ensure successful implementation.

- Distributes copies of the support plan to the appropriate case manager, and effectively communicate any new/updated plans to both parents and teachers.
- Effectively communicates with case managers when there is a change in a student's schedule.
- Creates, administers and maintains an efficient and effective centralized filing system of all 504/117 plans.
- Interprets both educational and EST findings to accurately determine 504/117 plan eligibility.
- Integrates current best practices, research and laws into the educational support system to ensure compliance with state and federal laws, and to provide the most effective educational program for assigned students.
- Coordinates the transition of those students who will no longer need the support services and effectively re-assigns the case.
- Works with classroom teachers and case managers to select, design/modify classroom services for students on 504/117 plans to promote effective education, adhering to accommodations as appropriate.

#### Learning Environment and Instruction

- Assists case manager in creating and maintaining an environment of respect and rapport.
- Assists case manager on assigned 504/117 students to ensure accommodations are being met and the student support plan is being administered effectively.
- Assists the classroom teacher for those students on caseload in accurately assessing the effectiveness of the classroom services, and persistently seeks alternative approaches/resources to improve student learning.
- Coordinates services for students on case load as outlined in the educational support plan.
- Assists in providing a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Routinely observes student interactions and learning environments in the classroom, school and community to assess support plan effectiveness.

#### Other Professional Responsibilities

- Identifies, coordinates, researches and implements training for case managers, teachers, and other school personnel as it relates to understanding student needs, managing and implementing student plans, identifying and referring students to EST, developing 504/117 plans, integrating accommodations into the classroom, evaluating student progress and the like. Develops,

maintains and effectively distributes a handbook for 504/117 case managers in achievement of this end.

- Creates a support network for case managers through regular on-going meetings to discuss any issues and/or concerns in a generic format.
- Assists the administration and Special Education department head in planning, evaluating and refining the Educational Support System effectiveness and identifying program needs. Educational Support Systems may include 504/117 plans, PACS, Brain-cell, ACE, ESL, and the like.
- Works with case manager on communicating/collaborating effectively with parents to keep families informed of the support plan and any changes to such; and effectively engages families to help meet the educational needs of the student.
- Works effectively, cooperatively and respectfully with supervisors, colleagues, and subordinates. Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student plans.
- Actively participates in school events, workshops, in-service meetings, building level staff meetings, district meetings, and other school and district committees/projects.
- Responsible for on-going professional growth activities as outlined in ones own Individual Professional Development Plan, consistent with district goals and school action/strategic plans, and as directed by the School Principal.
- Keeps abreast of current best practices, research, and federal and state education laws related to student support services.
- Acts as a general resource person for case managers, classroom teachers, and administration; and participates as a leader in teacher training activities (both school-wide and district-wide).
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.

**SUPERVISION RECEIVED:**

Reports to, evaluated by and receives technical and administrative supervision from the school principal. Receives some technical direction from the Special Education Department Chair.

**SUPERVISORY RESPONSIBILITIES:**

Plays a key role in training case managers how to implement and manage educational support plans.

**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. Bachelor's degree in Education, Special Education or other appropriate discipline plus 3 to 4 years of relevant teaching experience preferred (or a combination of education and experience from which comparable knowledge and skills are acquired).
- Certifications and Licenses. Valid Vermont Professional Educator's License with a Special education endorsement preferred, but other endorsements considered.
- Working knowledge of Vermont Special Education Law, and 504/117 Plans. Working knowledge of the Americans with Disabilities Act (ADA).
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedural manuals that conform to district, state and federal regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
- Mathematical Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- 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 effectively resolve conflicts and handle stress in a creative manner (i.e. brainstorming, team meetings).
- Communication & Interpersonal Skills. Ability to effectively communicate and work cooperatively with a diverse group of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations.

**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; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and or restrain school-aged children. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Employee is regularly required to handle stressful situations and resolve conflicts.

**WORKING CONDITIONS:**

While performing the duties of this job, the employee is occasionally exposed 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.