



JOB DESCRIPTION

Job Title	Special Education Program Support
Department	Student Services & Special Education
Reports To	Director of Special Education
Classification	Certified
Location	District-wide
Salary	On Schedule
Length of Contract	219 Days

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Special Education Program Support position is responsible for providing direct program support to administration, special education personnel, related service providers and instructional staff. The purpose of this position is to assist special education administration and instructional personnel in the development, implementation, program evaluation, and service delivery at the assigned schools and programs. Special Education Program Support shall also provide collaborative/consulting services to general education teachers who teach children with special education needs.

Essential Job Functions

- Models best practices within special education as part of an Equitable Multi-Level System of Supports (EMLSS) framework using:
 - Equity and inclusive practices
 - Culturally responsive practices
 - High quality specially designed instruction
 - Use of supplementary aids and services to promote access to universal instruction/environment
 - Student engagement practices
 - Collaboration skills and protocols
 - Supports retention work from coordinator
 - Differentiation of instructional materials and practices
 - Assistive technology integration
 - Data analysis
 - Balanced assessment
 - Family engagement
- Establishes and supports implementation of special education programming, including curriculum development and allocation of resources, for students with disabilities as guided by federal and state special education law.
- Assists with onboarding and mentoring of new SPED staff.

- Provides support to SPED coordinator in recruitment and retention strategies for special education staff.
- Continually solicits feedback from SPED staff to provide daily support.
- Develops, coordinates, monitors, and evaluates special education programming in
- Coordination with the District's academic program and support of the District's strategic plan.
- Assists in the coordination of special education services ages 3-21, e.g., related services,
- Alternative placements, community connections, and specially designed instruction options.
- Provides coaching and problem solving in response to programming concerns for students in the areas of academics and behavior.
- Utilizes coaching practices (student-centered, modeling, co-teaching, notice and name, etc.).
- Collaborates with teachers, administration, instructional coaches, and families to help identify best practices for individual and small groups of students.
- Reviews and evaluates IEP paperwork consistently for compliance and data accountability.
- Develops, coordinates, monitors and evaluates criteria, procedures, guidelines, and plans of special education programming.
- Acts as Local Education Agency (LEA) at IEP meetings as designated by the Director of Special Education.
- Participates in parent conferences and IEP meetings when necessary.
- Participates in interviews for certified special education and related services positions.
- Serves as curriculum/assessment advisor to the Director of Special Education.
- Assists in and leads professional development and training for general or special education personnel, related service providers, special education assistants, other district personnel, families, and community personnel.
- Serves as a liaison between certified and classified staff, administrators, supervisors, directors, community agencies, families and nonpublic/private school staff in the district and community.
- Assists in the development of Extended School Year services and summer school programming/services.
- Facilitates and participates in Child Find and the Request for Assistance (RFA) process.
- Works with other coordinators, certified staff, department chairs, and the administration to develop unified goals for education of all children in their least restrictive environment (LRE).
- Supports special education personnel in the areas of assessment and intervention practices, classroom behavior/social management instruction, curriculum development, and adaptation/modification of curricular/assessment materials relating to learning styles and academic/social success.
- Assists teachers and services providers in providing quality and comprehensive instruction/therapy.
- Assists teachers in selection of appropriate educational/behavioral materials for use in special education programs and to enhance a child's success in their LRE.
- Assists in selection, disbursement, and training of appropriate assessment materials for use in the assessment process, including developmental, academic, and behavioral. This includes standardized assessment for eligibility and ongoing assessment to define progress on IEP goals.
- Consults and corresponds with parents, staff, and administration regarding special needs of students.

- Stays current in the particular field through professional readings, seminars, workshops, and conventions.

Ancillary Job Functions

- Participates in interviews for SPED staff and related positions.
- Participates in grant writing activities upon request from the Director of Special Education.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Wisconsin certification in special education (teaching, school psychologist, or related services) and a minimum of three years of experience in position.
- Successful experience in a leadership role.
- NCI certified or must obtain certifications as soon as practical after hire.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Advanced work in educational/behavioral assessment/curriculum.
- Master's degree or National Board Certification in Special Education.
- Multi-categorical certification/experience.
- Possession of a Wisconsin Director of Special Education (80) or Principal (51) license.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Demonstrates an understanding and use of culturally responsive practices.
- Ability to travel to multiple District buildings in compliance with District driving policy
- Strong organizational, planning and time management skills.
- Excellent writing and public speaking skills.
- Strong ability to work effectively with individuals and groups.
- Broad and current knowledge in the areas of special education programming, law, and procedures.
- Evidence of competencies in classroom behavior management, educational/behavior
- Assessment and evaluation, curriculum, and parent training.
- Desire to serve as a team player.
- Ability to facilitate groups.
- Outstanding problem solving and conflict resolution skills.
- Excellent leadership skills.
- Ability to work a flexible schedule including work as directed outside of the school calendar.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal school environment and moderate noise levels.
- May occasionally be exposed to potentially hazardous bodily fluids.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- May be required to grasp, push, reach, or stoop/kneel/crouch.
- Regularly required to drive to other locations.
- May occasionally be required to lift up to 20 pounds; rarely up to 50 pounds.