



**Board of Education of the City of St. Louis**  
**CAREER OPPORTUNITY**

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<b>Position Title:</b>	Special Education Process Coordinator
<b>Payroll/Personnel Type:</b>	12 Month
<b>Job #:</b>	8949
<b>Reports to:</b>	Director of Special Education
<b>Shift Length:</b>	8 Hours a Day
<b>Union Eligibility:</b>	Not Eligible

**Position Summary:**

The primary function of the Special Education Process Coordinator is to coordinate all aspects of special education compliance and programming in St. Louis Public Schools and oversee the effective delivery of special education and related services to students who are eligible for special education services. The Process Coordinator is responsible for coordinating services, communication, policies, program structure and relations among administration, faculty and staff, and parents and community stakeholders regarding special education students. The Process Coordinator monitors all student records, provides due process information to staff, manages crisis situations and consults about behavior interventions. This position has responsibility for monitoring the instructional programs, ensuring appropriate student placements and compliance with both federal and state laws and regulations.

**Essential Functions:**

- To coordinate the delivery of services to students who fall under IDEA legislation district- wide across the continuum of placement
- Manages crisis situations, usually student behavior issues, and ensures that procedures are followed Works with staff, including teachers, IEP managers, social workers and paraprofessionals to develop student behavioral expectations
- Document the services provided by coordinating with teachers, and related service providers the type of services and appropriate placement required by each child with a disability to constitute a free and appropriate public education (FAPE)
- Monitors all student records Reviews new due process documents Reviews student files, as necessary
- Reviews referrals for and facilitates the placement process for new students to the district, including completion of the necessary paperwork and taking students on tours of schools and programs Receives reviews and processes student record information
- To develop training modules and supports for general education and cross categorical teachers to effectively teach students with disabilities in the least restrictive environment and extend these modules to facilitate the co-teaching process
- Supervise the Extended School Year (ESY) program
- Collaborate with school-based administrators and central office administrators regarding the discipline of students with disabilities
- Directly link to an Assistant/Associate Superintendent and a cluster of schools to oversee the development and implementation of long-range and short-range plans for achieving special education goals and objectives in alignment with the district's Transformation Plan Communicate with the Asst/Assoc Supt and Director of Special Education areas in which principals, teachers or schools are not in compliance with federal law, state regulations or local guidelines
- To identify needs including curriculum, training, equipment and staffing for the special education program district-wide



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- In conjunction with the principal; evaluates the work performance of special education staff assigned to school district sites
- Works effectively with district special educators to use data in a timely manner to plan, supervise, evaluate and revise instructional programs to meet students' needs
- Collaboratively plans and provides in-service programs for parents, staff and district personnel
- Provides leadership in technical areas as designated
- Teams with principals and instructional leadership to implement effective practices and strong linkages throughout the school district
- Works collaboratively with Executive Leadership Team and district staff to implement procedures related to the District Strategic Plan, MSIP, district goals and philosophies
- To consult with IEP teams in conducting/completing and utilizing preference and reinforce assessments; functional behavior assessments; and behavior intervention plans as needed
- To develop transition processes from one program or level to the next including early childhood elementary, middle, high school, transition to work and movement to and from contractual agencies
- Monitor and review IEPs of SLPS students with disabilities and those transferring in to the district
- Ensure that instructional care assistants (ICAs) assigned to classrooms have the appropriate training to carry out their assignments
- Facilitate and/or participate in matters of dispute resolution with the Missouri Department of Elementary and Secondary Education and Office of Civil Rights pertaining to students with disabilities as designated by the Director of Special Education; manage mediation and due process procedures
- Insure compliance with timelines and accuracy for Individual Education Program (IEPs) and reevaluations by working with the district administrators and school-based staff in the area served
- Inform staff of changes in federal law, state regulations and/or local guidelines and update manuals to reflect such changes
- Assure provision of services in the student's home or base school, unless the student's disability is one considered to be low-incidence
- Assign students to special education teachers based on caseload standards, notifying the Director of Special Education when caseloads are approaching the maximum
- Refer students to appropriate state programs or contractual arrangements if determined necessary by the IEP team
- Inservice school-based staff regarding activities they will be responsible for in the area of Special Education, such as, but not limited to, retention of records, enrollment of special education students from within Missouri and from other states, changes in federal law or state regulations
- Observe the instructional program by visiting schools regularly and conferring with principals and teachers
- Work with administrative, instructional and paraprofessional staffs to implement and improve Special Education programs and related services
- Counsel with teachers regarding classroom management, teacher relationships with students, parents, co-workers and administrators Counsel regarding instructional objectives, skill development curriculum, use of materials and equipment
- Assist with the instructional program by observing special education teachers and providing written observation reports to administrators on a periodic basis
- Assist the district administrators, Director of Special Education and principals in implementing and interpreting programs to parents, educators and interested community and civic groups



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- Assist with the development and implementation of procedures and forms to insure that parents' and students' rights are protected under federal law and in compliance with state regulations
- Collaborate with Student Support Services to develop, implement and monitor comprehensive and unbiased evaluation, reevaluation and diagnostic services
- Maintain and share a working knowledge of current trends in special education, instructional materials and strategies in working with atypical learners
- Participate in the development of grants for school improvement
- Monitor teacher oversight
- Perform other duties as designated by the Director of Special Education

**Knowledge, Skills, and Abilities:**

- Evidence of good oral and written communication skills
- Knowledge of federal laws governing special education and the ability to differentiate between IDEA and Section 504
- Driver's license and vehicle for travel among schools Basic computer skills
- Current and ongoing knowledge in all areas of evidence based "best practices" and programming for students with disabilities
- Able to train and supervise staff in current effective practices
- Able to converse knowledgeably and respectfully with parents about their child's disability
- Able to develop compliant IEP goals and objectives, addressing individual disability, strengths and weaknesses

**Experience:**

- Experience with IEP facilitation
- Due Process and Child Complaint Resolutions
- Five years of teaching experience with direct development of IEPs and implementation through service delivery and supervisory experience involving exceptional learner processes and instructional programming, including at least three (3) years of experience teaching students with disabilities

**Education:**

- Master's Degree in Education Administration or a related field (required)
- Missouri state certification in one or more areas of special education (required)
- Missouri Administrative certification (preferred)

**Physical Requirements:**

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body
- Light work usually requires walking or standing to a significant degree

**Working Conditions and Environment:**

- Work is routinely performed in a typical interior/office environment
- Very limited or no exposure to physical risk



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**Disclaimer:**

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

**Review/Approvals:**

_____	_____	_____	_____
Employee	Date	Immediate Supervisor	Date
_____	_____		
Human Resources	Date		

***In connection with hiring for this position the district shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, age, disability, veteran status or national origin.***