

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Coordinator of Special Populations

Department: Instruction

Date: January 2018
Populations

Reports To: Director of Special

Grade: 502

Purpose of Job

To improve the educational progress and access of students with disabilities in order to prepare them for a successful transitions throughout all levels: Preschool to Elementary, Elementary to Middle, Middle to High and High into post-school activities, including post-secondary education, independent living, employment and/or community participation.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Monitors the implementation of program guidelines, district policies and regulations, statutes, and laws of the state and federal governments in special education matters.

Assists in determining the needs and location of special education programs. Collaborates with Director of Special Populations, level directors, and other key stakeholders to determine the utilization of human resources that will best meet the needs of students.

Consults with the Transportation Director and Director of Special Populations on issues involving special education transportation.

Keeps informed of all legal requirements governing special education.

Advises and collaborates with principals on the legal aspects of IDEA and state laws as they pertain to special populations.

At the request of the Director of Special Populations, assists with legal proceedings related to mediations/due process hearings with regards to specific students.

Recruits, interviews, and recommends classified and certified staff for hire, under the umbrella of Special Populations.

Directly supervises certified/classified personnel, including, but not limited to, behavior consultants, occupational/physical therapists, vision specialists, assistive technology, transition, speech, school psychologists and other district-wide personnel. Responsible for assessing job performance utilizing TEAM and other necessary evaluation systems.

Evaluates district-wide progress of special education teachers. Upon principal request, may make announced/unannounced classroom observations and assess teacher effectiveness.

Collaborates with principals and level directors on teacher performance and upon request, assists with development of Developmental Plans.

At the request of the Director of Special Populations and Office of Human Resources, assists the system with legal proceedings related to personnel dismissals and/or disciplinary actions.

Supervises and coordinates special education programs.

Continually evaluates district-wide and school needs concerning special education.

Implements procedures for referral, evaluation, placement, and review of students with disabilities who receive instruction in a specialized program (i.e. EBS, Synergy, etc.)

Assists with developing budget recommendations and providing expenditure control on budgets for special education. At the request of the Director of Special Populations, develops and implements a budget specific to specialized programs (i.e. ESY, EBS, etc.)

Creates and submits grant proposals at the State and Federal level for additional funding of special education programs at all grade levels. Supervises awarded grant budgets and newly established special education programs to collect data for required annual reports and grant renewals.

Implements procedures and provides guidance for purchasing special education equipment and supplies.

Responsible for compiling and maintaining all special education reports and records.

Explains the Special Populations department goals and district-wide special education services to the Board, staff and public.

Communicates with parents of students being evaluated or served in special education. Acts as a liaison with parents, teachers, principals, etc. to determine program placement and services that will best meet student needs.

Provides professional learning opportunities to support accommodations/modifications in the general education setting.

Plans and/or leads in-service and training of teachers, educational assistants, bus drivers/aides, administrators, parents, and other necessary stakeholders.

Assists in the review and revision of school policies to include special education needs.

Obtains official quotes with contracted agencies for related services. Provides training to contracted agencies (personnel) on the procedures and policies as they relate to schools. Collaborates with principals on issues or concerns that arise with outside agencies.

Minimum Training and Experience Required to Perform Essential Job Functions

- A Master's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Specialized training in and demonstrated knowledge of a wide range of behavior management skills and instructional strategies utilized in settings serving students with disabilities.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Knowledge of Job

- Has general knowledge of the policies, procedures, and activities of the School System, as they pertain to the performance of duties relating to the job of Coordinator of Special Populations.
- Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to department operations and activities.
- Is able to effectively communicate and interact with teachers, administrators, parents, members of the general public and all other groups involved in the activities of the Department of Special Populations.
- Is able to assemble information and develop written reports and documents in a clear, concise and effective manner.
- Has effective and timely decision-making skills.
- Has appropriate organizational, managerial, interpersonal, and technical skills to lead others.
- Has the ability to comprehend, interpret and apply regulations, procedures and related information.
- Has comprehensive knowledge of the terminology, principles and methods utilized within the department.
- Has the mathematical ability to handle required calculations.
- Is knowledgeable and proficient with computers.
- Is able to read, understand and interpret financial reports and related materials.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date