

Community Consolidated School District 21 Job Description

Individual Education Plan (IEP) Specialist

Supervisor: Director of Special Education

Employee Group: Teacher

Work year: Teachers' calendar plus up to 4 weeks per CBA

Licensing Requirement:

- **Required:**
 - Master's degree in Special Education from an accredited college or university
 - Valid LBS1, SLP, School Social Worker (SW), or School Psychologist licensure

- **Preferred:**
 - Demonstrated evidence of collaboration with special education colleagues, administration, and parents
 - Previous experience facilitating IEP meetings
 - Such alternatives to the above qualifications as the administration may find appropriate and acceptable

Purpose/ Description

This position assists in effectively supporting members of the Special Education Team through coaching, consultation, and oversight of various aspects of the special education process. The IEP Specialist monitors the completion of referrals, eligibility determinations, and required documentation, and participates in Individualized Education Program (IEP) meetings to ensure compliance with state and federal guidelines. The primary goal of the IEP Specialist is to support staff and principals in the implementation and maintenance of special education programming and students' Individualized Education Programs (IEPs), ensuring that all students are educated in the Least Restrictive Environment.

Essential Functions

An IEP Specialist shall demonstrate the ability to organize confidential records and timelines, as well as provide effective coaching and support to the Special Education Team. Evidence includes, but is not limited to, the following:

- Effectively maintains all confidential student records to ensure they are accurate, organized, and readily accessible.
- Provides clear and accurate communication regarding the special education process, services, timelines, and due dates to all members of the IEP team, including parents.
- Promotes the use of data collection and analysis through the MTSS process as a means of determining special education eligibility through coaching, modeling, and professional development for building teams and administration. Collaborating with building staff and administrators on efficient and effective data collection, analysis of such data, and the use of data to inform instruction.
- Schedules and facilitates all evaluation referrals, eligibility, IEP, intake, and transition meetings within assigned building(s). This may also include planning meetings for team members to seek clarification prior to a formally scheduled meeting.
- Facilitates meaningful parental participation in the special education process through collaborative scheduling, arranging interpreters when needed, ensuring draft copies of documents are provided to parents prior to IEP and eligibility meetings, and affording parents the opportunity to ask questions, provide input, and share concerns as necessary.

- Seeks opportunities to provide technical assistance and coaching to staff regarding the completion of IEP paperwork to support accurate documentation and reporting within iSTAR, Embrace, and PowerSchool systems.
- Provides professional development for staff members in areas related to IEP development in order to maximize student growth and staff understanding of IEP compliance.
- Actively engages in activities that support the improvement of instruction and the success of all students in the Least Restrictive Environment. This includes observations, planning, and collaboration at the department, building, and district levels to maximize students' social, emotional, and educational potential.
- Demonstrates professionalism in all aspects of the assignment, including high standards of timeliness, attendance, integrity, ethics, student advocacy, confidentiality, and adherence to all school, district, state, and IDEA policies and procedures.
- Serves as the LEA Representative for all special education meetings while maintaining a consistent agenda that includes the meeting purpose and opportunities for parental input.
- Effectively works through difficult situations with teams and parents, involving special education administrators as necessary, to ensure the most appropriate educational outcome in the Least Restrictive Environment for students with disabilities.
- In collaboration with special education administrators, partnering with sending and receiving schools to effectively facilitate and plan for the transition of students along the continuum of services or from building to building (e.g., Pre-K to elementary; elementary to middle school; middle school to high school).
- Provides staff development, coaching, and support to general education and/or SST staff as assigned.
- Performs other tasks and assumes additional responsibilities as assigned.

Job Requirements

Specific skill and knowledge-based competencies required to satisfactorily perform the functions of the job include:

- Ability to work independently, remain on task, multitask, and take responsibility for completing assigned projects in a timely and efficient manner.
- Ability to establish and maintain cooperative working relationships with others throughout the workday.
- Proficiency in using email, Microsoft Office programs, Google Docs, and standard office equipment effectively.
- Ability to read, write, and speak English sufficiently to communicate effectively with students, staff, and families.
- Ability to communicate in a supportive and compassionate manner with staff, students, and parents.
- Ability to maintain composure in stressful situations and adapt to changing conditions.
- Ability to report work orally or in writing to a supervisor as required.
- Ability to carry out instructions furnished in written or oral form.

Travel Requirement:

Minimal travel between buildings or out of district programs may be required and is reimbursable from the district.

Specific ability-based competencies required to satisfactorily perform the functions of the job include:

- Maintaining high standards of confidentiality
- Communicating tactfully and courteously with diverse groups
- Effectively presenting information in one-to-one and group situations
- Working independently, staying focused on tasks, and assuming responsibility for assigned projects and duties

- Making sound decisions on the basis of available information
- Maintaining accuracy of work products
- Demonstrating fiscal responsibility
- Adapting to changing work priorities
- Working collaboratively as part of a team
- Demonstrating behavior which promotes positive relationships
- Respecting opinions of others
- Demonstrating the ability to manage conflicts
- Applying common sense understanding to carry out instructions
- Maintaining professional integrity

Specific physical ability-based competencies required to satisfactorily perform the functions of the job include:

- Utilizing computer keyboards and screens to enter, retrieve, and transform information or data.

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

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