



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

INDIVIDUALIZED EDUCATION SERVICES COORDINATOR

Situated on the shores of Lake Michigan and just north of Chicago, Evanston/Skokie School District 65 is a pre-K through 8th grade public school district serving approximately 6,500 students from the City of Evanston and a small neighboring section of the Village of Skokie. The district represents a wide range of ethnic, economic, racial, and cultural backgrounds and serves a community that not only supports but truly embraces public education. District 65 focuses on educating the “whole child” and is deeply committed to social and emotional learning as well as fostering a safe and supportive school climate for our students.

The Student Specialized Services and Support department provides direct oversight to all student specialized services, including Individualized Education Supports (IES), Multilingual services [Two Way Immersion & dual language] programming, multi tiered support and services/social emotional learning (MTSS/SEL), health and related services, and early childhood education compliance, as it relates to providing the most appropriate supports. This department provides strategic direction to both district office, school-based leaders and staff to ensure that ALL students receive high-quality, grade-level instruction and support in their least restrictive environment and specialized services and support are provided to help them be successful.

Job Summary:

This role serves as a pivotal member of the Individualized Education Services team and reports directly to building principals for site-level operations while working under the leadership of the District Director of Student Specialized Supports. The job of Individualized Education Services Coordinator was established for the purpose(s) of assisting and coaching Learning Behavior Specialists, Related Service Providers and other instructional staff in developing strategies, skills, tools, techniques, capacity, and compliance practices to effectively educate and advance learning for all students while ensuring adherence to district, state, and federal requirements.

The Individualized Education Services Coordinator will be held accountable for the following responsibilities:

- Demonstrates exemplary IEP development and compliance monitoring practices and possesses a deep understanding of special education law, policies, and practices for the purpose of modeling best practices for special education teachers and other IEP team members.
- Demonstrates deep and thorough knowledge of diverse student learners, differentiated instruction and student behavior.
- Lead special education program components, including Extended School Year (ESY), for the purposes of delivering services in alignment with established policies and guidelines for IEP/504 compliance.
- Mentors, observes, and coaches Learning Behavior Specialists and Related Service Providers for the purpose of improving instruction, improving IEP compliance, and promoting a professional learning community.
- Partners with school based leadership teams in interviewing, hiring; planning, assigning, and directing special education programs and services.



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- Coordinates Extended School Year (ESY) operations, including staff hiring, enrollment management, transportation coordination, orientation, materials, communication with families, and provide site supervision under the leadership and direction of the school principal, assistant principal, District Director of Student Specialized Services and Supports and Manager of Student Specialized Services and Supports
- Demonstrates understanding of assessment methodologies that have been adapted for individual students as appropriate including physical adaptations to meet a student's individual needs; incorporating multiple sources of evidence and clear recommendations for improving services on an on-going basis.
- Analyzes special education student data and reports findings for the purpose of sharing information with teachers and making informed decisions relative to instructional practices.
- Provides leadership aligned with individual school needs and the number of assigned buildings, serving as the primary LEA representative to support the IEP team, with the scope of responsibilities coordinated in collaboration with principals, assistant principals, and the Director of Student Specialized Services.
- Collaborates with specialists, Learning Behavior Specialists, coaches, general education teachers, other IEP team members and administrators in the development of an appropriate IEP based on strengths and deficits as identified through multiple sources of data. This includes transition planning.
- Evaluates student progress to identify strengths and deficits for the purpose of placing students in appropriate intervention and support services.
- Leads and participates in on-going and job-embedded professional development (e.g., study groups, demonstration lessons with pre- and post-discussion analysis; workshops; trainings; and seminars) for the purpose of conveying and/or gathering information related to evidence-based interventions and services and assessment of student skills.
- Facilitates the review and selection of intervention materials and related instructional aides for the purpose of providing effective instructional materials in order to meet student needs.
- Oversees and ensures the effective implementation of the evaluation, annual review, and reevaluation processes, as well as the consistent delivery of IEP services, accommodations, and modifications across assigned schools
- Analyzes case load data, (including number of students, direct and related service minutes, progress on IEP goals, grades, disciplinary records, behavior intervention plans, and 1:1 aide support), to inform service delivery decisions, identify areas for targeted intervention, and support data-driven IEP development and team collaboration.
- Establishes a leadership role with colleagues and makes substantial contributions to school and district committees and events. Provides leadership in the development/improvement of school and district regulations and guidelines.
- Demonstrates knowledge of resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families including career, vocational, and transition support, including possible funding agencies and financial sources for transition age (14 ½ years old) students (local, state, and federal).



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- Demonstrates knowledge of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- Performs any other duties as assigned.

In order to be successful and achieve the above responsibilities, the Individualized Education Services Coordinator must possess the following qualifications:

Education Required:

- Bachelor's degree in Special Education, Psychology, Social Work, Speech-Language Pathology, Occupational Therapy, or a closely related field required.
- Master's degree in education, special education, or a related field, preferred.
- Demonstrated experience in a leadership or coordination role supporting special education programs, student services, or multidisciplinary teams strongly preferred.

Experience Required:

- Experience in special education and working with diverse student populations.

Certificates/Licenses/Registrations:

- Professional Educator License (PEL) with an endorsement in Special Education or a related service area (e.g., School Psychologist, School Social Worker, Speech-Language Pathologist) required.

Knowledge, Skills, and Abilities:

Diversity Commitment: Shows respect and sensitivity for cultural differences. Educates others on the value of diversity. Promotes a harassment-free environment. Builds a diverse workforce. Demonstrates knowledge of EEO policy.

Job Knowledge: Competent in required job skills and knowledge. Exhibits ability to learn and apply new skills. Keeps abreast of current developments. Requires minimal supervision. Displays understanding of how this job relates to others. Uses resources effectively.

Team Leadership: Fosters team cooperation. Defines team roles and responsibilities. Supports group problem solving. Ensures progress toward goals. Acknowledges team accomplishments.



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Performance Coaching: Defines responsibilities and expectations. Sets goals and objectives. Gives performance feedback. Motivates for increased results. Recognizes contributions. Encourages training and development.

Change Management: Develops workable implementation plans. Communicates change effectively. Builds commitment and overcomes resistance. Prepares and supports those affected by change. Monitors transition and evaluates results.

Communications: Expresses ideas and thoughts verbally. Expresses ideas and thoughts in written form. Exhibits good listening and comprehension. Keeps others adequately informed. Selects and uses appropriate communication methods.

Conflict Resolution: Encourages open communications. Confronts difficult situations. Maintains objectivity. Keeps emotions under control. Uses negotiation skills to resolve conflicts.

Problem Solving: Identifies problems in a timely manner. Gathers and analyzes information skillfully. Develops alternative solutions. Resolves problems in early stages. Works well in group problem solving situations.

Conditions of Employment

This position requires traveling to various school sites, work locations, and/or community organizations throughout the district.

ROLE EXPECTATIONS:

Provide leadership and coordination for assigned teams, ensuring alignment with the district's policies and applicable state and federal laws. Responsibilities may include participating in the interviewing and onboarding of staff, supporting employee training, coordinating team activities, assisting in resolving work-related concerns, and fostering collaboration. This role does not include the formal evaluation of instructional staff

DISTRICT EXPECTATIONS:

All employees are expected to demonstrate regular and predictable attendance; to support the District's vision, mission, goals, and Strategic Plan; to engage in civility, respect, professionalism, and collaborative teaming; and to maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

NOTE: School Board Policy ensures equal opportunity for all in its personnel policies and practices and does not discriminate on the basis of race, color, gender, religion, national origin, marital status, sexual orientation, gender preference, political beliefs, social/family background, disability or age.

PHYSICAL DEMANDS: