

JOB DESCRIPTION

Position Title:	Supervisor of Special Education	Reports to:	Director of Special Education
Classification:	Professional – Act 93	Revision Date:	October 16, 2014

SUMMARY:

This position works in collaboration with District and IU staff, including administrators, special education supervisors, school psychologists, guidance counselors, ISTs, teachers, therapists, and teaching assistants/paraprofessionals to increase student achievement using data informed practices, and to facilitate the implementation of positive behavior support interventions using multiple research-based interventions for a wide range of students with or without disabilities.

PERFORMANCE RESPONSIBILITIES

- Provides supervision to district staff and programs.
- Participates in building-level intervention planning meetings as requested by building staff.
- Participates in multidisciplinary educational team meetings, IEP team meetings, or other educational team meetings, as the designated LEA, upon request, with the approval of the Supervisor of Special Education.
- Participates as a member of the educational team to facilitate development and implementation of positive behavior supports and effective instructional practices across regular and special education settings.
- Acts as a liaison between the Red Lion Area School District and the Lincoln Intermediate Unit #12 administrators, staff, programs, and classrooms.
- Visits assigned classrooms/buildings bi-monthly or more frequently when necessary to observe, provide feedback, guided practice, and/or coordinate specific problem-solving activities.
- Supports data collection systems and advises the classroom/building team in the implementation of data collection systems and analysis of the data to support data-informed decision making and effective instructional practices.

- Works with building teams in the design and implementation of engaging teaching strategies that support effective instruction, development of Functional Behavior Assessments (FBA), and implementation of Positive Behavior Support Plans (PBSP) for students exhibiting behaviors that interfere with their learning and the learning of others.
- Provides guidance and training to special education teachers in IEP development, review, and revision.
- Monitors the development and updating of IEPs and RRs by district teachers, reviews IEPs and RRs created for district students by L.I.U. #12 staff, and assists with developing IEPs for new placements and new entries.
- Supplements resource and reference materials to support research-based instructional interventions and positive behavior supports within the general education environment.
- Collaborates with school staff to work effectively with the families of students with disabilities.
- Provides training opportunities to staff in the development and implementation of engaging teaching strategies and/or positive behavior supports upon request.
- Keeps current with changes in technology and special education regulations and guidelines that impact the provision of special education services.
- Makes decisions consistent with the Red Lion Area School District mission, vision, and core values, establishes and maintains effective communication and positive relationships within the district, and fosters professional development of district staff.
- Acts as a liaison between the district, the community, special education students and their families to develop, direct and/or facilitate appropriate transition activities to address students' post-secondary employment and training goals.
- Assumes any other responsibilities as assigned by the Superintendent or his/her designee.

QUALIFICATIONS:

Position requires Level II certification in Special Education and a Master's degree in education, minimum of five (5) years' teaching experience with students experiencing learning and/or behavioral difficulties. Training and/or certification in applied behavior analysis (ABA), and/or crisis prevention/positive behavior intervention programs such as

Crisis Prevention and Intervention or Safety Care, and certification in special education supervision and/or administration are also required.

SPECIAL SKILLS

Position requires the following skills: demonstrate proficiency with the Microsoft Office Suite; be highly organized; possess good communication skills; be highly confidential at all times; act as a team player; be flexible to work on multiple tasks; pay attention to detail; be able to learn new skills and deal with constant change.

PHYSICAL REQUIREMENTS:

Frequent bending, twisting, lifting, pushing, and pulling. Constantly alternating between sitting and standing. Normally does no work at heights above ten feet. Normally does not lift any object weighing more than fifty pounds.

The undersigned applicant verifies his/her ability to perform the aforementioned necessary physical and sensory requirements.

Signature

Date