

## **LEA SPECIAL EDUCATION SUPERVISOR JOB DESCRIPTION AND DUTIES**

Individuals employed as an LEA Special Education Supervisor will perform the following duties and tasks. Responsibility for gifted/talented programs and Section 504 coordination are not to be considered as part of the special education supervisory role.

- A. Supervise and administer all district programs for children with disabilities under the Individuals with Disabilities Education Act (IDEA).
  - 1. Become knowledgeable about the developments and trends in special education, instructional management and supervision, including attendance at meetings and training for LEA Supervisors conducted or sponsored by the ADE, Special Education Unit (SEU).
  - 2. Supervise the location, identification, and evaluation process for students with disabilities, including privately-placed students receiving educational services within the district's jurisdictional boundaries.
  - 3. As frequently as necessary, provide information related to due process and dispute resolution procedures and IDEA requirements to administrators, teachers, and parents, including information on resolution sessions and mediation and the availability and desirability of pre-due process mediation.
  - 4. Consult with teaching staff to determine needs of specific students and the program.
  - 5. Consult with teachers to determine instructional materials and supplies needed for the program.
  - 6. Collaborate with school and district level curriculum committees to develop plans and recommendations for the inclusion of students with disabilities in all aspects of the educational program.
- B. Provide on-going, regularly scheduled consultation to special and regular education personnel in the district.
  - 1. On a regular basis, visit special and regular education classrooms to observe effectiveness of the instructional program.
    - a. Determine whether instruction corresponds to goals and objectives of the student's individualized education program (IEP) and the state curriculum standards.
    - b. Determine if materials, equipment and other supports are available and are adequately and properly used.
    - c. Confer with teachers to provide technical assistance for improvement of instructional skills and behavior management.
  - 2. On a regular basis, consult with teaching staff to assure that specific needs of the

student are met.

3. On a regular basis, consult with teachers about appropriate and adequate materials.
- C. Designate appropriate professionals responsible for appraisal, programming and implementation activities as specified by state guidelines.
1. Assure that appropriate personnel are available and efficiently deployed for all due process and instructional activities, including related services personnel.
  2. Ensure that such personnel are held accountable and responsible for meeting established timelines set forth in due process procedures, including those employed through purchased service arrangements.
- D. Initiate and administer programs to locate, identify, and evaluate students with suspected disabilities.
1. Design and implement Child Find activities in accordance with state and federal guidelines, including for privately-placed students receiving educational services within the district's jurisdictional boundaries.
  2. Arrange timely evaluation of students suspected of having a disability.
- E. Monitor operation of district programs for children with disabilities to ensure operation in accordance with state adopted and approved policies, procedures and guidelines.
1. Become informed in the specifics of the state adopted and approved policies, procedures and guidelines.
- F. Provide on-going consultative assistance, in conjunction with assigned special education teachers, to regular education teachers serving students with disabilities.
1. On a frequent, regularly scheduled basis, hold discussions with all teachers who have students with disabilities in regular education classes.
- G. Maintain information on and liaison with other public and private agencies and individuals who provide services to students with disabilities in the district, particularly those ages 14 and above.
1. Maintain information files that identify and describe agencies and individuals who provide services to students with disabilities.
  2. Make such information available to persons planning programs and providing services to students with disabilities.
  3. Make such information available to parents and patrons.
- H. Participate and provide leadership, as appropriate, in the development of the district ACSIP and special education budget for approval by the district superintendent.
- I. Serve as a liaison with the ADE Special Education Unit in matters concerning education of children with disabilities.

1. Provide information to the ADE Special Education Unit as required.
  2. Disseminate information and training provided by the Special Education Unit to district personnel, parents, students and patrons, as appropriate.
- J. Serve as a local liaison with parents and with parent organizations, including school-based parent centers.