Coordinator, CSA Services

Department of Pupil Services

Job Code: Level 2

12 month position (Pro-Rated), 8 hours per day

Filing Deadline:

DESCRIPTION:
The Children's Service Act (CSA) Coordinator is responsible for the coordination and implementation of programs and services for students in accordance with provisions of the CSA to include case management liaison with state approved private special education schools and collaboration with Loudoun County human service agencies.

PRIMARY RESPONSIBILITIES:

- Provide leadership for case management of students in private special education schools with the goal of transitioning students to appropriate services in a less restrictive setting within LCPS.
- Attend IEP meetings for LCPS students being considered for private school placements to discuss criteria, services, alternatives and appropriate interventions for support in school and community settings; advises the IEP team of the CSA process to access services.
- Monitors all students on caseloads in private school placements on a regular basis to include assessment of progress toward IEP goals, communication with staff, school visits and collaborative work with private schools and LCPS staff on the development of short and long term transition plans for students for return to LCPS.
- Works collaboratively with special education supervisors to assess program needs and service gaps to develop services within LCPS to meet the unique needs of students within LCPS and ensures seamless transitions through coordination with parents and school based staff.
- Coordinates services for students within the CSA model and participates in the multidisciplinary team process to access community based services through interagency collaboration; advocates for students and parents as part of the CSA process.
- Works collaboratively with all Loudoun County child serving agencies, CPMT and others involved in the CSA process to develop access and support services for students; participates in all CSA training activities and relevant Office of Special Education professional learning activities.
- Provides frequent status reports to the Director, Special Education and Supervisor, Procedural Support Services, regarding referrals, student placement and transition status, monthly report to CSA office and other data, as requested.

QUALIFICATIONS:

- Postgraduate professional certificate with endorsement in special education or Master’s degree in related area, such as school social work, school psychology or school counseling services; administrative endorsement preferred.
- Knowledge of the CSA process and Loudoun County human service agencies.
- Progressively responsible experience in case management, administrative work and coordination with other agencies to improve service delivery to students and families.
- Proven expertise in parent and staff communication with a focus on collaborative problem solving skills.
- Strong ability and experience in building consensus with parents and staff, particularly in the IEP process.
- Excellent oral and written communication and interpersonal skills

ORGANIZATIONAL RELATIONSHIP:
The Coordinator, CSA Services reports to the Supervisor, Procedural Support Services.

PHYSICAL REQUIREMENTS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
High School Special Education Dean

Appropriate Teacher's Scale plus Stipend $1200
207 Day Position

DESCRIPTION:
The High School Special Education Dean works to ensure the provision of a Free and Appropriate Public Education for all students in accordance with all State and Federal Guidelines for Special Education. The Dean’s knowledge and responsibilities require the person to be in classrooms on a daily basis monitoring and assisting with providing specialized instruction and ensuring that all student Individualized Education Program (IEP) needs are met. The Dean coordinates services for all students with disabilities and provides program support for special education staff.

PRIMARY RESPONSIBILITIES:
The responsibilities of the Dean include but are not limited to:
- Oversight and maintenance of official special education records in compliance with Virginia Regulations;
- Expert knowledge of procedural safeguards that provide parents of students with disabilities notice of actions proposed or refused by the school;
- Expert knowledge of the components of child find process including screening and referral who may be in need of special education or related services;
- Coordination of child study team meetings for review of records and other evidence in order to make recommendations;
- Supervision of IEP development, reviews and revisions, and provision of services in the Least Restrictive Environment; serves as the designee for all IEP and RE-evaluation Meetings and ensures appropriate membership for IEP team meetings;
- Comprehensive knowledge of all disabilities and the continuum of service models to assist and support IEP teams in recommending the Least Restrictive Environment and placement;
- Ensures appropriate secondary transition goals and services are included at age 14 and age 16;
- Knowledge of and appropriate participation in State and District Wide Assessments, Verified Credit and Diploma requirements;
- Collaboration with Department Chair, Special Education Supervisor and Mental Health Student Support Team on a regular basis to facilitate program support for students; monitors progress reporting;
- Provision of program support for specialized services in students’ IEP’s; knowledge and application of effective inclusion practices;
- Coordination of services and provisions for children with disabilities who transfer between schools in Virginia or from a Local Education Agency outside of Virginia;
- Performs related work as required.

QUALIFICATIONS:
- Master's Degree and endorsement in special education; administrative endorsement or special education leadership certificate preferred.
- Successful experience as a teacher, administrator, or supervisor.
- Knowledgeable of State and Federal Regulations that govern special education in Virginia.
- Leadership qualities and personal characteristics necessary to work effectively with students, parents, teachers, administrators, and community.

ORGANIZATIONAL RELATIONSHIPS:
The Dean reports to the Principal or designee.

PHYSICAL REQUIREMENTS:
While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Secretary III – Medicaid

Department of Pupil Services

Classified Position, Level 13
Salary Range: Refer to Classified Salary Scale
254 Day Position (Prorated), 8 hours per day

DESCRIPTION:
This is specialized secretarial and administrative support work performed in the Office of Special Education central office. The secretary serves as the principal office support to the Director of Special Education and Medicaid Specialist. The Medicaid secretary provides office management, secretarial, and administrative support to the Director and Specialist, organizing and carrying out office operations to serve the department. The secretary exercises considerable initiative and discretion, relieving the Director and staff of administrative details, often speaking for or representing the department on matters within their areas of responsibility. The work requires highly developed office skills in computer/software operation, communications, accounts maintenance procedures, and office management. The Medicaid secretary initiates their own daily assignments, follows through on matters, and uses independent judgment and training to take appropriate actions to deal with standard recurring situations.

PRIMARY RESPONSIBILITIES:
- Organizes and implements efficient office systems and procedures; sets up and maintains department filing and record keeping systems; institutes tracking and control procedures to ensure matters are handled expeditiously
- Responds to inquiries from school staffs, central offices, parents, and outside organizations regarding department activities related to the Medicaid claiming process, responding to matters within areas of authority and explaining procedures and requirements to callers; ensures that informational, program, and administrative communications are disseminated to schools, other central office departments, and other organizations as necessary
- Maintains databases containing program data, entering, editing, and correcting data as necessary; produces reports, lists, summaries, and other documents from databases. As necessary, creates databases using spreadsheet or database software; posts and maintains program accounts, entering data from financial transaction documents into computerized accounting spreadsheets or systems; monitors accounts and advises supervisors of account status; compiles lists, summaries, and other financial information as requested
- Maintains logs, appointment schedules, calendars, reference files/materials, and other office records
- Participates in arranging meetings and training regarding Medicaid procedures, etc., and other activities; assembles information, prepares informational materials, and locates and arranges for necessary space and services; maintains related expense and activity files and records; makes travel arrangements for state Medicaid conferences/meetings, including hotel and travel reservations; processes expense reimbursements
- Processes office forms and documents such as purchase orders, vouchers, requisitions, personnel actions, and travel and attendance reports, and sends to appropriate departments for action; maintains logs of such actions and follows up as necessary
- Represents the Office of Special education in meetings as assigned; takes notes; performs related work as required

QUALIFICATIONS:
Graduation from high school and progressively responsible experience in performing general office clerical or secretarial work; or any equivalent combination of education and experience that would provide the following knowledge, abilities, and skills:
- Knowledge of modern office practices and procedures as applied to the organization and implementation of office systems and procedures; of effective techniques of office management; of the use of full function word processing software and standard office database software; of standard office appliances including desktop PCs, standard office software, scanners, printers, photocopiers, and facsimile machines
- Ability to organize and manage office operations for a major organization department of the School District; to perform specialized office, secretarial and administrative support work accurately and quickly; to communicate effectively; to work cooperatively with others; to work under pressure and/or frequent interruptions

ORGANIZATIONAL RELATIONSHIP:
The Medicaid Secretary reports to the Medicaid Specialist.

PHYSICAL REQUIREMENTS:
While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Specialized Instructional Facilitator- Assistive Technology

Department of Pupil Services
Job Code:

Licensed Position
Salary Range: Refer to Teacher Salary Scale
207 Day Position (Prorated), 7 hours per day

DESCRIPTION:
The Specialized Instructional Facilitator - Assistive Technology is responsible for working directly with special education staff on the effective use and integration of technology to support the needs of diverse learners in accordance with requirements within the Individuals with Disabilities Education Act (IDEA) in collaboration with Department of Instruction staff.

PRIMARY RESPONSIBILITIES:
- Assists with implementation of strategies and tools to provide access for students with disabilities to instructional and educational materials across environments for full participation in division initiatives and instructional programs. *this covers all existing and new initiatives including universal screening regardless of the tool we select
- Provides collaboration and evaluation services for school staff and students with a foundation in both the Universal Design for Learning Framework and the Student, Environment, Task, and Tools (SETT) Framework to support Personalized Learning and participation in CAT for instruction and assessment.
- Delivers division-wide training in a variety of formats to provide professional learning for school staff to build capacity for providing greater accessibility and resources at the school level.
- Plans and conducts collaborative model lessons that demonstrate the use of assistive technology in instruction with a focus on division instructional initiatives including Personalized Learning, Measures of Academic Performance (MAP), and Project-Based Learning within the One to the World framework.
- Actively participates in collaboration with other division personnel including Technology Resource Teachers and school-based staff to support accessibility for students with disabilities.
- Provides direct support and individual assistance with provision of appropriate AT resources.
- Performs other related duties as assigned.

QUALIFICATIONS:
- Master’s Degree in special education or related services such as occupational therapy, physical therapy, speech–language pathology preferred.
- Successful experience in the field of Special Education with the implementation of Assistive Technology.
- Knowledge and understanding of the effective usage and integration of both educational technology and Assistive Technology
- Demonstrated knowledge of strategies to increase accessibility to instruction for students with disabilities.
- Effective organizational abilities and time management skills
- Demonstrates strong interpersonal communication and leadership skills for working effectively with teachers, administrators, parents, and students
- Experienced Microsoft Office Suite user including accessibility features
- Excellent oral and written communication skills

ORGANIZATIONAL RELATIONSHIPS:
The Specialized Instructional Facilitator - Assistive Technology reports directly to the Supervisor, Special Education, Assistive Technology.

PHYSICAL REQUIREMENTS:
While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Specialized Instructional Facilitator - Autism

Department of Pupil Services
Job Code:

Licensed Position
Salary Range: Refer to Teacher Salary Scale
207 day position, 7 hours per day

DESCRIPTION:
Under the general supervision of the Supervisor, Special Education-Autism, the position of Specialized Instructional Facilitator – Autism is responsible for providing leadership, training and support for the implementation of specialized approaches in autism services instruction. This position will allow the specialized instructional facilitator to work side-by-side with classroom teachers, special education teachers and other staff for training, modeling, observing, monitoring and evaluating the delivery of specialized approaches.

PRIMARY RESPONSIBILITIES:
- Teach, model, facilitate and build teacher capacity in several schools to provide specialized instructional and behavior strategies using evidence-based approaches.
- Assist teachers in collecting and analyzing data; conduct fidelity checks to provide feedback for providers and to assist in data collection; and facilitate the process to identify appropriate strategies between identified needs and specific instructional and behavioral strategies.
- Work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development as well as providing small and large group presentations and training.
- Collaborate with school-based and central office staff to provide professional development, engage in ongoing work in furthering the tiered approach for specialized instruction for students with autism and assist in developing action plans to support students across settings who require specialized instruction.
- Provide consultation to focus on enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning and supports their success in division initiatives.
- Work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

QUALIFICATIONS:
- Postgraduate Professional Certificate required with endorsements in special education and certificate in autism, advanced coursework or BCBA preferred.
- Has demonstrated at least 5 years of successful teaching experience with students with autism.
- Knowledge and demonstrated successful experience and specialized training in instruction and behavior approaches for students with autism.
- Experience includes successful demonstration of interpersonal and professional skills to develop relationships with school staff, central office colleagues and parents.
- Demonstrated successful experience providing professional training and presentations for individual, small group and large audiences.

ORGANIZATIONAL RELATIONSHIP:
A person in this position reports to the Supervisor, Special Education Autism.

PHYSICAL REQUIREMENTS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Specialized Instructional Facilitator - Reading

Department of Pupil Services  
Job Code: Licensed Position  
Salary Range: Refer to Teacher Salary Scale  
207 day position, 7 hours per day

DESCRIPTION:  
Under the supervision of the Supervisor, Specialized Instructional Facilitators, the position of Specialized Instructional Facilitator – Reading, assists teachers and administrators in developing specialized knowledge in the area of reading. Ongoing and sustained professional learning experiences will provide support for the implementation of specialized approaches in reading/literacy instruction to build capacity among instructional staff. Data collection and analysis will be modeled with an emphasis on developing programs and services that are consistent with evidence-based practices and implemented with fidelity for successful student outcomes. The specialized instructional facilitator- reading will work side-by-side with classroom teachers, special education teachers and other staff for training, modeling, observing, monitoring and evaluating the delivery of specialized approaches.

PRIMARY RESPONSIBILITIES:  
- Teach, model, facilitate and build teacher capacity in several schools to provide specialized reading instruction using a structured literacy approach.  
- Assist teachers in collecting-and analyzing data; conduct fidelity checks to provide feedback for providers and to assist in data collection; and facilitate the process to identify an instructional match between identified needs and specific instructional strategies.  
- Work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development as well as providing small and large group presentations and training.  
- Collaborate with school-based and central office staff to provide professional development, engage in ongoing work in furthering the tiered approach for specialized reading instruction and-assist in developing action plans to support students across settings who require specialized instruction.  
- Provide consultation to facilitators to enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning and supports their success in division initiatives.  
- Work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

QUALIFICATIONS:  
- Postgraduate Professional License with endorsements in one or more areas of Special Education preferred; administrative endorsement and/or special education leadership certificate preferred.  
- Minimum of five years of successful teaching experience with students with learning disabilities and/or reading challenges.  
- Strong knowledge of and experience with effective, evidence-based reading methodologies, such as multisensory and structured reading approaches.  
- Excellent oral and written communication skills, interpersonal skills, and professional and personal characteristics necessary for working effectively with school personnel and members of the community.  
- Demonstrated successful experience providing professional training and presentations for individual, small group and large audiences.

ORGANIZATIONAL RELATIONSHIP:  
The Specialized Instructional Facilitator-Reading reports to the Supervisor, Specialized Instructional Facilitators.

PHYSICAL REQUIREMENTS:  
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Supervisor, Special Education, Autism Services

Department of Pupil Services

Job Code:

Administrative Position, Level 3
Salary Range: Refer to Administrator Salary Scale
12 Month Position, 8 hours per day

DESCRIPTION:
The Supervisor, Special Education, Autism Services, is responsible for the oversight and direction of activities related to the provision of programs and services for students with autism. The supervisor works with the specialists, facilitators, consulting teachers and school-based staff as well as related colleagues in the Department of Pupil Services and the Department of Instruction to develop comprehensive services to meet academic, behavioral and social-emotional needs. The supervisor provides leadership for the development and implementation of training, service implementation and evaluation for students with autism. Program emphasis includes the development of the full continuum of high quality programs and services within the public school setting.

PRIMARY RESPONSIBILITIES:

- Provide leadership and supervision for the full continuum model including development and management of a long-term division plan to facilitate and build teacher capacity in several schools to provide services in instruction and behavior using evidence based approaches.
- Provide training and support for the autism specialist and autism consulting teachers to assist school-based staff in collecting and analyzing data; conduct fidelity checks to provide feedback for providers and to assist in data collection; and facilitate the process to identify an appropriate approach based identified needs and specific strategies.
- Supervise autism specialist and consulting teachers who will work directly with teachers in a school providing collaborative and one-on-one support, and facilitating teacher inquiry and related professional development as well as providing small and large group presentations and training.
- Collaborate with school-based and central office staff to provide professional development, engage in ongoing work in furthering the tiered approach for specialized reading instruction and assist in developing action plans to support students across settings who require specialized instruction.
- Develop skills of autism specialists, facilitators and consulting teachers to work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

QUALIFICATIONS:

- Postgraduate Professional License with endorsements in one or more areas of Special Education; administrative endorsement and/or special education leadership certificate required. Additional experience, coursework or certification in programs for autism preferred.
- Minimum of five years of successful experience in progressively responsible positions and administrative experience or program supervision with an emphasis on programs for students with autism.
- Excellent oral and written communication skills, interpersonal skills, and professional and personal characteristics necessary for working effectively with school personnel and members of the community.
- Experience includes successful demonstration of interpersonal and professional skills to develop relationships with school staff, central office colleagues and parents.
- Demonstrated successful experience providing professional training and presentations for individual, small group and large audiences.

ORGANIZATIONAL RELATIONSHIP:
The Supervisor, Special Education, Autism Services, reports to the Director, Special Education.

PHYSICAL REQUIREMENTS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.
Supervisor, Specialized Instructional Facilitators

Department of Pupil Services
Job Code:

Administrative Position, Level 3
Salary Range: Refer to Administrator Salary Scale
12 Month Position, 8 hours per day

DESCRIPTION:
The Supervisor, Specialized Instructional Facilitators, is responsible for the oversight and direction of activities related to the provision of specialized instructional services. The supervisor works with specialized instructional facilitators in the development and implementation of the division strategic actions related to student achievement and instruction, and supports the training, implementation and evaluation of specialized instructional services for students with disabilities.

PRIMARY RESPONSIBILITIES:
- Provide leadership and supervision for the specialized instructional facilitator model including development and management of a long-term division plan to facilitate and build teacher capacity in several schools to provide specialized reading instruction using a structured literacy approach.
- Facilitate collaboration with Instructional Facilitators in the Department of Instruction.
- Provide training and support for facilitators to assist teachers in collecting-and analyzing data; conduct fidelity checks to provide feedback for providers and to assist in data collection; and facilitate the process to identify an instructional match between identified needs and specific instructional strategies.
- Supervise facilitators who will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development as well as providing small and large group presentations and training.
- Collaborate with school-based and central office staff to provide professional development, engage in ongoing work in furthering the tiered approach for specialized reading instruction and-assist in developing action plans to support students across settings who require specialized instruction.
- Provide consultation to facilitators to enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning and supports their success in division initiatives; provides direction and support for implementation of a multi-tiered system of support in diverse classrooms.
- Develop facilitator skills to work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

QUALIFICATIONS:
- Postgraduate Professional License with endorsements in one or more areas of Special Education; administrative endorsement and/or special education leadership certificate required
- Minimum of five years of successful experience in progressively responsible positions and administrative experience or program supervision
- Excellent oral and written communication skills, interpersonal skills, and professional and personal characteristics necessary for working effectively with school personnel and members of the community
- Experience includes successful demonstration of interpersonal and professional skills to develop relationships with school staff, central office colleagues and parents.
- Demonstrated successful experience providing professional training and presentations for individual, small group and large audiences.

ORGANIZATIONAL RELATIONSHIP:
The Supervisor, Specialized Instructional Facilitators, reports to the Director, Special Education.

PHYSICAL REQUIREMENTS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle or feel objects or tools; and reach with hands and arms. The employee is regularly required to see, talk and hear. The employee is occasionally required to stand; walk; and stoop, kneel, crouch or bend and may be required to lift up to approximately 25 pounds.