



Request for Special Education Facilitator/Coaches for 24-25

Job Description for Special Education Facilitator/Coach



PERFORMANCE RESPONSIBILITIES:

- Provide training and coaching to special education teachers to enhance their skills in planning and delivering specially designed instruction.
- Model a variety of research-based instructional strategies to support learning across settings including collaborative, resource, and self-contained.
- Assist with onboarding, ongoing support, professional development, and mentoring of early career special education teachers.
- Assist schools as directed with the Admissions and Release Committee process, including chairing ARC meetings as directed by the Director of Special Education
- Assist with locating and organizing resources and equipment to meet the needs of individual students.
- Provide job-embedded professional development to special education teachers in their classrooms, during team planning, and outside the school day to support the implementation of the Kentucky Administrative Regulations, the Individuals with Disabilities Education Act
- Facilitate collaborative team meetings to assist teachers in developing and monitoring effective Individual Education Plans and special education processes and procedures.
- Assist in program evaluation to determine instructional effectiveness and overall compliance with special education policies and procedures including assisting teachers in the development of legally compliant Individual Education Programs (IEPs) and due process paperwork
- Collaborate with colleagues, parents, and community stakeholders to provide excellent services for students with disabilities.

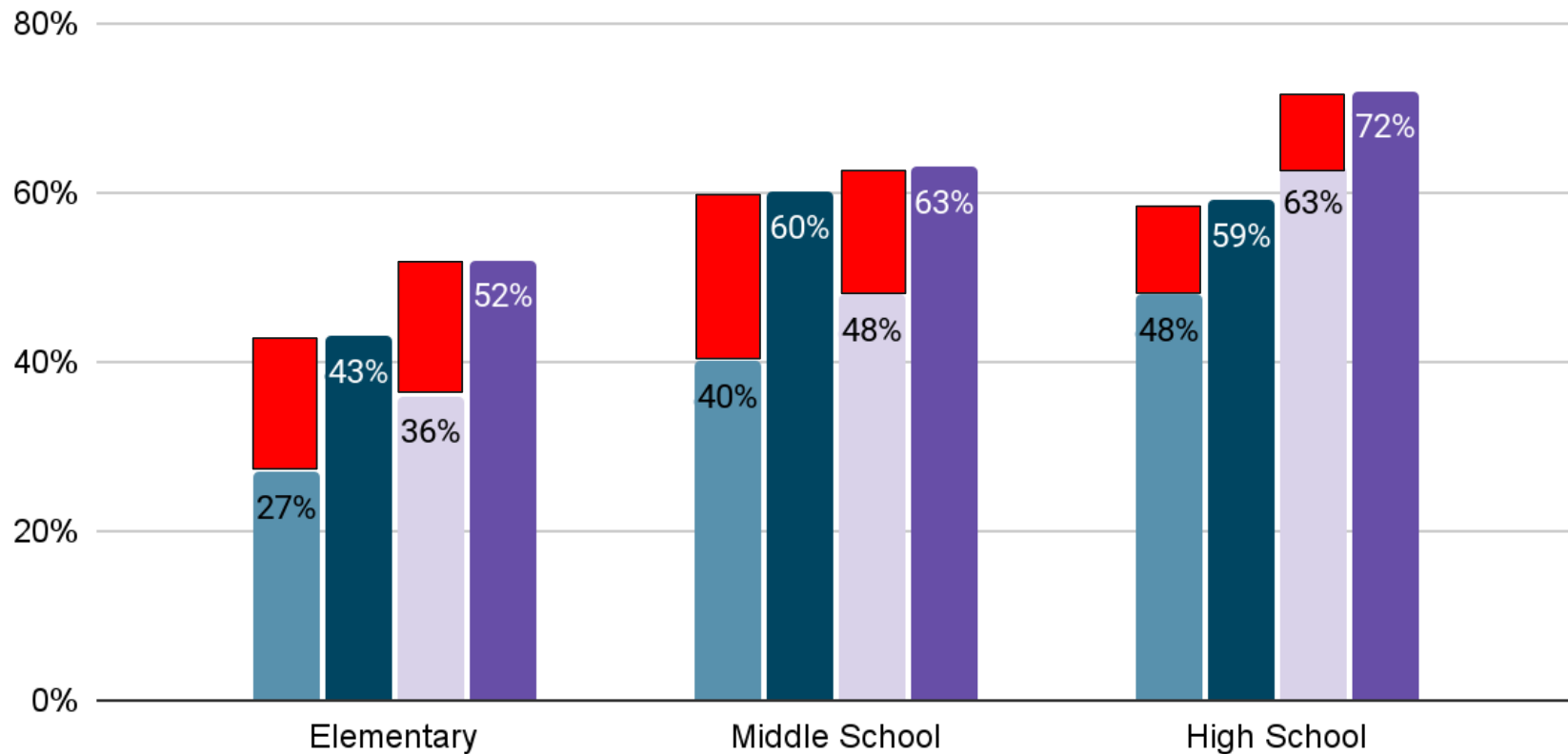


Qualifications

- Hold Kentucky certification as Principal or Director of Special Education.
- Hold Kentucky teaching certification (special education preferred).
- Minimum of (5) years of professional teaching experience.
- Minimum of (2) years of experience as a successful leader in instruction, curriculum, and assessment (e.g., department chair, district-level committee work, SBDM member, etc.).
- Excellent written and verbal communication skills.

% Novice 22-23

Reading All Reading SWD Math All Math SWD



ELEMENTARY

Reviewing the data in the table reveals that in reading, student achievement is trending in the wrong direction to meet district goals for SWD.

For math, student achievement is trending in the right direction, however, the rate of improvement is insufficient to meet goals for SWD.

	Reading - % P/D				Math - % P/D			
Student Group	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25
All Students	44	45	N/A	59	29	34	N/A	50
SWD	38	31	48	50	18	23	39	42

Reviewing the data in the table reveals that in reading and math, student achievement is trending in the right direction to meet district goals for SWD, however, the rate of improvement is insufficient to meet goals to close the achievement gap for SWD.

	Reading - % P/D				Math - % P/D			
Student Group	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25
All Students	27	30	N/A	47	18	19	N/A	37
SWD	7	13	23	27	3	5	17	21

Reviewing the data in the table reveals that in reading and math, student achievement is trending in the wrong direction to meet district goals for SWD. Holmes High School is rated by the state as TSI for Students with Disabilities.

Student Group	Reading - % P/D				Math - % P/D			
	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25	Actual 21-22	Actual 22-23	CDIP Goal 23-24	CDIP Goal 24-25
All Students	21	18	N/A	52	14	9	N/A	28
SWD	13	6	17	21	3	3	14	18



Enrollment - % SWD

Approximately 21% of our students have IEPs

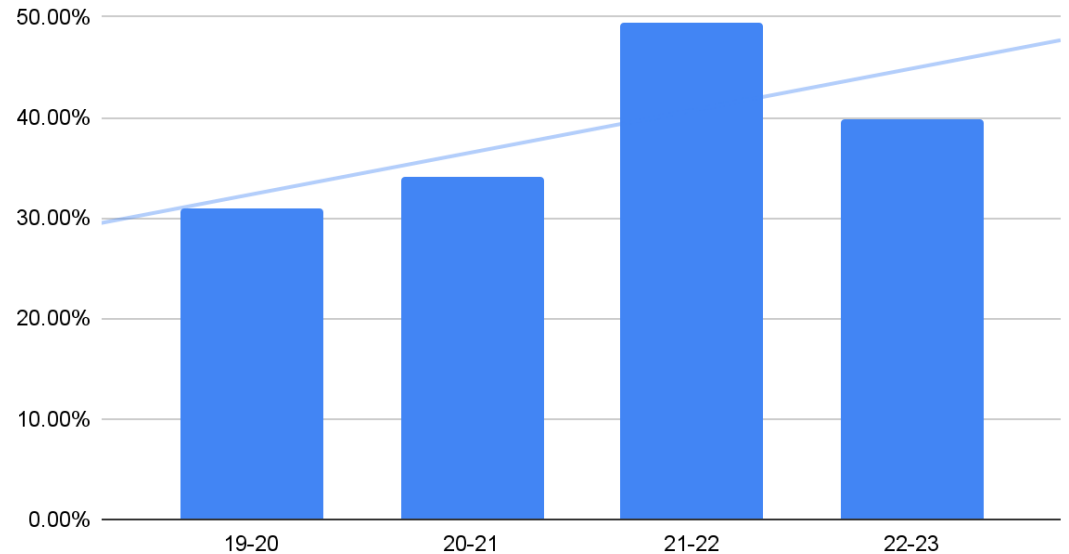


Teacher Experience

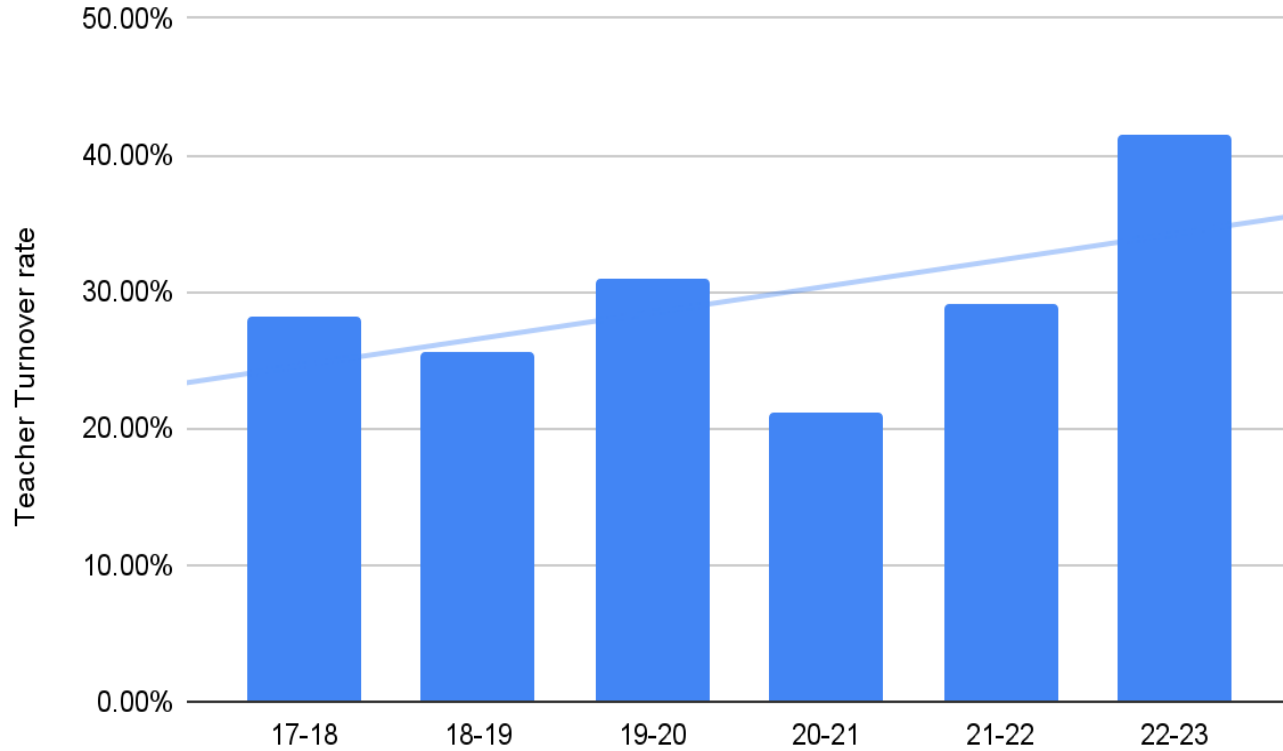
22-23 we had 5 Emergency Certified special education teachers - 1 remains this year

23-24 we started the year with 13 Emergency Certified special education teachers, now have 11

Teachers 0-3 Years Experience



Teacher Turnover rate





Proposed Role/Responsibilities

- Provide coaching to special education teachers
- Focus coaching efforts with teachers with 0-3 years of experience
 - New requirements due to loss of Emergency Certification for Special Education Teachers
 - Higher rates of inexperienced teachers correlate to higher rates of teacher turnover
- Coordinate and implement a mentoring and Professional Development program for our Early Career Special Education Teachers
- Chair Admissions and Release Committee meetings (IEP meetings)
 - Increase compliance with state and federal regulations
 - Assist with adherence to district policy and procedures
 - Improve Services for Students
 - Free up time for Director of Special Education to focus on systems needs and changes

Proposed Funding



2 coaches:

- 1 funded through IDEA B
- 1 funded through special education general fund

Maintenance of Effort:

- The local maintenance of effort (MOE) requirement obligates any local educational agency (LEA) receiving IDEA Part B funds to budget and spend at least the same amount of local – or state and local – funds for the education of children with disabilities on a year-to-year basis. The required MOE levels for budgeting and spending are referred to, respectively, as the “eligibility standard” and the “compliance standard.”
- Cannot decrease what we spend from general fund toward special education from one year to the next