

<b>Job Title:</b>	Special Education Evaluation Case Manager/Diagnostician	<b>Job Category:</b>	Certified
<b>Department/Group:</b>	Exceptional Children	<b>Job Code/ Req#:</b>	
<b>Location:</b>	Districtwide	<b>Travel Required:</b>	Yes
<b>Level/Salary Range:</b>	Certified Salary Schedule	<b>Position Type:</b>	Full-time
<b>HR Contact:</b>	Kim Klosterman	<b>Date:</b>	March 2025

### Job Description

#### Job Summary

This role offers strategic support, leadership, and guidance to students, families, teachers, staff, and administrators. Specializing in the analysis of multiple data sources to develop effective, evidence-based strategies and educational programming that will enhance student learning and accessibility based on individual student needs and personal strengths. It directly assists the Director of Special Education through the application and implementation of special education procedures, ensuring compliance with federal and state regulations, supervising special education teachers, coordinating student evaluations, and fostering collaboration among parents, teachers, and administrators to deliver appropriate educational services for students with disabilities.

#### General Duties and Responsibilities

- Assist ARC Chairpersons and school staff through attendance at Admissions and Release Committee Meetings for the purpose of developing appropriate evaluation plans, obtain parental consent for evaluation, interpret results of assessments, apply Kentucky eligibility criteria for eligibility and complete temporary placements.
- Attend Admissions and Release Committee (ARC) meetings to develop and explain evaluation plans and to interpret evaluation results, verify eligibility of students on temporary placement, eligibility guidelines and the instructional implications of evaluation results.
- Create comprehensive assessment reports for parents and school personnel, presenting key insights in a clear and accessible manner. The insights are meant to help parents and school personnel better understand the students' progress or needs and assist in making informed decisions regarding educational programming as it relates to the child's specific disability.
- Assist special education teachers and provide training in the development of Individual Education Plans based on instructional, social and functional implications of evaluation results and triangulation of student data.
- Keep informed of legal requirements, standards and guidelines governing special education on the federal, state and local level and work toward total compliance.
- Comply with all federal and state guidelines and regulations regarding the referral, evaluation, placement, temporary placement and reevaluation of students with suspected or identified disabilities.
- Assist with implementation of local procedures regarding the referral, evaluation, placement, temporary placement and reevaluation of students with suspected or identified disabilities.
- Plan a comprehensive evaluation of each child during the initial referral and re-evaluation process that includes assessment tools/strategies which provide relevant information that will

directly assist in the determination of eligibility and identification of the educational needs of the child. All tests must be selected to ensure that the results accurately reflect the child's aptitude and achievement or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

- Monitor and evaluate program effectiveness, making data-driven adjustments as needed.
- Cooperate with and serve as a resource to parents, school personnel and students regarding the referral, evaluation, placement and reevaluation of students with suspected or identified disabilities.
- Consult with principals and/or director of special education to execute a plan of action when unable to implement referral, evaluation, placement and reevaluation procedures due to lack of cooperation of parents, school personnel or students.
- Develop and write integrated assessment reports for students in the evaluation and re-evaluation process.
- Keep Informed regarding school schedules and special activities in order to schedule Admissions and Release Committee (ARC) meetings when required membership is available to attend and to schedule testing when students are available and will not miss essential activities.
- Administer evaluation tools in accordance with instructions provided by the producer of the test. Train and assist staff in administering and completing evaluation tools and assessments.
- Score all assessments in accordance with any instructions provided by the producer of the tests and/or the scoring software developed by the producer or publisher of the test.
- Ensure appropriate test security and ethical assessment practices are followed.
- Actively maintain an ongoing record of the available evaluation tools and instruments, regularly checking their quantity and condition, and placing orders for replacements when necessary.
- Develop and monitor the test list for students being evaluated within district, K-12. Assign special education staff to complete testing.
- Case manages the evaluation process for students in grades K-12 in all 5 district schools (NPS, NIS, NHS, NSOI, NRS) and students attending the Regional School Program and Challenge Program.
- Monitor all referral and reevaluation timelines to ensure that all are completed within regulatory constraints (timelines).
- Monitor annual timelines, enrollment status, related services and areas of disability for all students receiving special education support and services in grades K-12. Maintain accurate and precise records.
- Serve as a consultant to administration and teachers on matters pertaining to the educational programming of students with disabilities.
- Act as a liaison with general and special education teachers for grades K-12.
- Conduct research, analyze data, provide support, and assist the Director of Special Education with state reporting requirements, including but not limited to the December 1 Child Count, Indicator 8: Annual Parent Engagement Survey, Indicator 10: Disproportionate Representation of Racial/Ethnic Groups in Particular Disability Categories, and Indicator 11: Timely Initial Evaluation of Students for Special Education Services.
- Perform internal audits and compliance record reviews in accordance with KDE criteria to identify and address potential issues or concerns related to due process compliance districtwide.

- Infinite Campus point of contact for special education department. Attend Infinite Campus End of Year, Beginning of Year, Data Standards trainings and any additional trainings as needed.
- Provide Infinite Campus support and assistance to special education teachers, general education teachers and administrators.
- Attend Professional Learning Communities (PLC's) and work together with teachers and administrators to create meaningful, student-centered learning experiences while maintaining accountability for educational outcomes for students with disabilities.
- Plan and lead regular Professional Learning Community meetings with educators.
- Advocate resources and professional development based on Professional Learning Community needs.
- Attend professional development activities as needed to acquire knowledge, skills, and proficiency relevant to individual assessment and special education guidelines and regulations.
- Attend professional development activities as needed to acquire knowledge, skills, and proficiency relevant to continuous student improvement.
- Develop and conduct professional development activities and training for administration and staff as needed, relevant to special education policies, procedures and student programming.
- Offer mentorship and coaching to special education staff to enhance instructional effectiveness, Individuals with Disabilities Education Act (IDEA) compliance and to ensure long-term sustainability.
- Ensure instructional materials for specially designed instruction are aligned with evidence-based teaching practices.
- Present a positive image of the school to parents and other stakeholders, conveying to them the district's genuine concern with education, growth and development of ALL students.
- Maintain regular attendance.
- Performs other duties as assigned.

#### **Physical Demands:**

- Work is performed while standing, sitting, walking, and/or running.
- Requires the ability to communicate effectively using speech, vision, and hearing.
- Requires the use of hands for simple grasping and fine manipulations.
- Requires bending, squatting, crawling, climbing, and reaching.
- Requires the ability to lift, carry, push, or pull light weights/objects

#### **Knowledge and Abilities:**

- Knowledge of Individuals with Disabilities Education Act (IDEA).
- Knowledge of Kentucky Administrative Regulations (KARs) 707 KAR 1:002 -707 KAR 1:380 governing special education programs.
- Knowledge of 703 KAR 5:070 Inclusion of Special Populations in the State-Required Assessment and Accountability Programs.
- Knowledge of district curriculum, instruction, and assessment.
- Knowledge of evaluation tools for identifying educational disabilities.
- Ability to produce, analyze, interpret, and summarize multiple types of data.
- Ability to interpret and apply policy and procedures.
- Demonstrate effective organizational skills and project management.
- Ability to evaluate programs and practices and develop short and long-term plans.
- Knowledge and understanding of districtwide intervention programs and MTSS.

- Ability to establish and maintain effective working relationships with multiple audiences including faculty, staff, students, families, third-party institutions, and medical professionals.
- Able to communicate effectively, both orally and in writing.
- Conflict management skills are essential for effectively performing this role.

**Education and Experience:**

- Master’s Degree or Education Specialist Degree in psychology, education, special education or another related field with coursework in ethical administration, scoring and interpretation of educational and psychological assessments, procedures for determination of eligibility of students with disabilities, educational leadership, working with families of students with disabilities, and assessment and evaluation and statistical methods.
- Teacher of Exceptional Children with at least 5 years teaching experience.

**Licenses and employment:**

Valid certification by the Kentucky Education Professional Standards Board:

- School Psychology (SSP- Standard Certificate for School Psychologist), or
- Teacher of Exceptional Children (KLB- Teaching Exceptional Children- Learning and Behavior Disorders, Grades Primary through 12, KMS- Teaching Exceptional Children--Moderate and Severe Disabilities, Grades Primary Through 12)
- Secondary and/or Elementary Certification also preferred
- Current Employment: 186 days
- Salary: Based upon adopted teacher salary schedule of the Newport Board of Education.

Reviewed By:	Name	Date:	Date
Approved By:	Name	Date:	Date
Last Updated By:	Name	Date/Time:	Date/Time