
Smackover-Norphlet School District

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LEA Supervisor Job Description

Title:	LEA Supervisor
Qualifications:	As determined by the Arkansas Department of Education
Reports to:	Superintendent
Supervises:	Special education teachers, special education paraprofessionals, and volunteers

Job Responsibilities

General

- Serve as the school and educational leader responsible for development, implementation, supervision, and evaluation of special education and 504 students.
- Administers the special education and 504 programs in accordance with board policies, statutory requirements, administrative rules, and regulations.
- Provides leadership, support, and assistance to building administrators, staff, and teachers in regards to special education and 504.
- Manages both staff and fiscal resources to support special education and 504 student achievement and legal responsibilities.
- Coordinates and completes all required paperwork and testing for special education within the appropriate timeline.
- Monitors, assists, and evaluates effective instruction and assessment practices for special education and 504 students.
- Ensures that all campuses maintain accurate and timely records for special education and 504.
- Partners with the district community to promote student learning.

Instructional Management

- Facilitates the on-going development of curricula for early childhood students, students with severe/profound disabilities, special education vocations, independent living, and/or transition.
- Provides training and support for all teachers in the use of strategies which foster the success of all students.
- Supplies curricula which will ensure equal educational opportunities within the least restrictive environment.
- Ensures ease of transition for students at every stage from preschool through graduation.
- Works in cooperation with other agencies to identify students with special needs.
- Protects students' due process and procedural safeguard rights.
- Supports teachers and other school personnel in exploring alternative approaches to meeting the needs of students experiencing difficulties.

- Complies with federal and state laws and local policies in providing a comprehensive evaluation of each student referred by a multidisciplinary team.
- Serves as a resource person for the IEP committees as needed.
- Ensures that a regular, systematic evaluation of student progress is used to increase the effectiveness of special education programs.
- Promotes and supports multi-disciplinary team meetings which includes representatives of all agencies providing services to the student with disabilities.
- Monitors the implementation of Individualized Education Programs.
- Works with administration and faculties to provide instructional modification as needed and appropriate for special education students within a regular classroom setting.
- Promotes coordination between regular and special education personnel to meet the individual needs of special education students.
- Arranges for specialized materials, equipment, and other resources required to meet each student's IEP.
- Ensures that students with disabilities have opportunities to master competencies commensurate with abilities/interests.
- Coordinates with administration to provide necessary instructional alternatives for special education students in ESL or accelerated learning programs.
- Ensures a variety of placements, instructional program options, and related service options are available to implement each student's IEP.
- Stresses the importance of daily attendance and completion of high school for students with disabilities.
- Acts as a resource to provide transportation for students with disabilities that is: barrier-free and adaptable to individual student needs, provided in vehicles adjusted to accommodate special needs, equally accessible to all special education students, organized to minimize time in transit, and is based on identified needs and capabilities of students.
- Effectively ensures student progress/development, evaluated through state-mandated test scores as indicated in ACT Aspire or DLM reports.

School/Organizational Climate

- Assist principals and teachers in providing programs and activities that contribute to a positive climate for learning for all students.
- Assesses the school climate for students with disabilities, using input of teachers, parents, and students and uses findings to improve conditions.
- Encourages collegiality and team-building among regular and special education staff, promoting the active involvement of all in decision-making and problem-solving.
- Communicates effectively with staff, parents, and community; projects a positive image that enhances the school mission.
- Demonstrates high expectation and high regards for teachers and support staff.
- Supports an environment which promotes positive staff morale through recognition of progress and achievement of staff members.
- Demonstrates skills in conflict resolution with administrators, teachers, staff, and the community.

School/Organizational Improvement

- Serves as a resource person for the School Improvement Leadership Teams.
- Supports the efforts of others to achieve district goals and objectives and the campus performance objectives.
- Demonstrates appropriate use of student achievement data in interpreting, reporting, and acting on results.

Administration and Fiscal/Facilities Management

- Implements the policies established by federal and state law, State Board of Education Rules, and local board policy in special education/504 programs and related services.
- Keeps principals and other administrators fully informed through established channels of communication.
- Assists in the recruitment and employment of qualified and effective special education personnel.
- Prepares and monitors the district budget for all special education programs and related services.
- Secures and maintains all special education records and files in an organized and easily accessible manner.
- Coordinates with district administrators to ensure that district facilities are appropriate for providing services to meet the needs of students with disabilities.
- Effectively communicates with supervisor regarding professional matters, as needed.

School/Community Relations

- Communicates to parents and the community the district's curriculum, instructional practices, and new directions in special education.
- Encourages parent participation in all IEP/504 meetings and program decisions.
- Communicates through appropriate channels to publicize district and student accomplishments.
- Establishes and maintains positive relationships with parents, local community groups, and individuals.
- Assists in maintaining favorable relations with other state, regional, and local government agencies.
- Participates in local civic affairs that are appropriate for educational leaders.
- Assists in preparing agendas, reports, and other materials for board meetings as appropriate.
- Attends all meetings of the Board of Directors as needed or as required by the Superintendent.
- Reports as needed or requested to the board upon the status of various district programs and pupil progress.
- Regularly attends school-related meetings and functions.
- Performs other duties as assigned by the Superintendent.