Manager of Special Programs

GENERAL RESPONSIBILITIES

This employee is responsible for organizing and implementing specialized programs and settings across the network of KIPP New Orleans Schools. These programs provide individualized supports for students with the most significant behavioral, cognitive, and/or functional needs and disabilities and consist of both our Academic and Functional Skills (AFS) programs and Behavioral Support Programs (BSP). This employee reports to the Manager of Student Support Services.

ESSENTIAL TASKS

- Development of formalized network-wide Academic and Functional Skills (AFS) structures and programming.
- Implementation of Behavior Support Program (BSP) manual with fidelity across campuses
- Ensure programs maintain data and progress monitoring systems to demonstrate student progress in both academics and social-emotional development
- Manage external partnerships to provide out-of-school opportunities for both AFS and BSP students during their time enrolled at KIPP New Orleans Schools and in their post-secondary transition
- Development of special programs teachers, paraprofessionals, and staff through trainings, coaching, and facilitation of Professional Learning Communities (PLCs).
- Provide technical support and development to Student Support Coordinators and School Leaders regarding best practices for students with exceptional needs and supporting AFS and BSP programs
- Management of network APE teacher and contracted PT & OT providers.
- Coordination of special transportation services across network.
- Serve as lead CPI trainer to train staff on crisis prevention strategies.

KNOWLEDGE, SKILLS, AND ABILITIES

Understanding of significant disabilities and the needs of students; belief in the inherent abilities of all students regardless of disability, diagnosis, and historical school performance; skill in citywide and state advocacy focused on advancing access to highly-specialized services and settings for students with significant disabilities; ability to work collaboratively with network Student Support Team, School Leaders and Student Support Coordinators to implement and monitor special education programs; proven track record of exceptional classroom teaching and student results; ability to interpret and remain current on all federal, state, and local mandates for special education and Section 504 services

and to ensure that the network is in compliance; handle confidential information discretely and professionally; consistently use discretion and exercise sound judgment; effective management, supervisory, team-building, and problem solving skills.

EDUCATION AND EXPERIENCE

Bachelor's degree required, Master's degree preferred. Valid Louisiana Department of Education licensure required with endorsements in special education teaching. Significant experience as a teacher and administrator working with individuals with significant disabilities to include a minimum of 5 years direct service delivery and/or classroom instruction and 1 year leadership experience involving exceptional learner processes and instructional programming.

Manager of Student Support Services

GENERAL RESPONSIBILITIES

Under the direction of the Director of Academic Initiatives, the position is responsible for the leadership, administration, and supervision of the network's special education program and services and the daily operational functions of the Student Support Team.

ESSENTIAL TASKS

- Establish and communicate a division-wide philosophy of least restrictive environment for serving special needs students.
- Guide the development and implementation of long-range and short-range plans for achieving special education goals and objectives in alignment with the school division's strategic plan.
- Direct special education services for all students with disabilities and ensure that students have access to the school division's core curriculum.
- Monitor the development and implementation of all aspects of the special education program process.
- Collaborate with the Manager of Clinical Services to coordinate clinical services provided by related service providers and fidelity of Child Find activities including the coordination of all schools' referral activities, screenings, and evaluations.
- Oversee the implementation of the Extended School Year (ESY) program and management of its program director.
- Collaborate with school-based administrators regarding the discipline of students with disabilities.
- Interview and hire staff members for the Student Support Team; supervise and evaluate all daily activities of staff members relative to assigned tasks; reassign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.
- Facilitate and/or participate in all matters of dispute resolution with the Louisiana Department of Education, Recovery School District, Orleans Parish School Board and the Federal Office for Civil Rights pertaining to students with disabilities; manage mediation and due process procedures.
- Provide accurate and timely data to the Louisiana Department of Education as part of ongoing reporting and monitoring.
- Develop, monitor, supervise and manage all aspects of the annual budgets for special education and audiology services; coordinate budget requests with individual schools relative to instructional programs.
- Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants.

- Oversee and direct the allocation of special education staff to schools in accordance with state and local standards and student needs.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the school division.
- Monitor compliance with local policies, regulations and work with network-contracted attorneys to develop required policy changes.
- Maintain open lines of communication regarding special education with all interested parties; respond to concerns of parents, teachers, school leaders, network staff and community members.
- Maintain accurate database and files of former and current students served in special education.
- Conduct ongoing needs assessments, collect and analyze data, use pertinent data to refine and improve Student Support Team operational functions and services; evaluate special education program initiatives.
- Facilitate research regarding trends and best practices to support appropriate recommendations for student success through rigorous, innovative, and technological programming.
- Advise on the design, furnishings, and equipment for special education classrooms and facilities.
- Plan, implement and facilitate professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings
- Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities within the Student Support Team.
- Plan and implement professional development for Student Support Team staff in collaboration with the network Academics Team; involve staff in continuous improvement through self-evaluation and goal setting.
- Serve as the network's liaison in all matters concerning special education.
- Maintain communication network with other special education directors within the city and state.
- Assist Talent Team with screening special education applicants as needed.

KNOWLEDGE, SKILLS, AND ABILITIES

Ability to work collaboratively with School Leaders and Student Support Coordinators to implement and monitor special education programs; ability to work in a supportive, collaborative role with staff in all departments and offices; ability to interface with other departments to coordinate reciprocal services for achieving special education goals; ability to interpret and remain current on all federal, state, and local mandates for special education and Section 504 services and to ensure that the network is in compliance; handle confidential information discretely and professionally; use discretion and exercise

sound judgment; exceptional public relations/interpersonal skills to respond to parents and advocacy groups and to serve as the network's lead representative/contact person of programs for special needs students; effective management, supervisory, team-building, and problem solving skills.

EDUCATION AND EXPERIENCE

Master's Degree in Education or an allied profession is required. Valid Louisiana Department of Education licensure required with endorsements in special education teaching and educational leadership. Significant experience as a teacher and administrator working with individuals with disabilities to include a minimum of 5 years direct service delivery and/or classroom instruction and 3 years administrative/supervisory experience involving exceptional learner processes and instructional programming.

School Nurse

Responsibilities include, but are not limited to:

- Coordinate, develop and administer a school health program
- Utilize the nursing process components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation to care for ill children during the school day
- Coordinate and implement procedures on campus in conjunction with the RSD Nursing/Health Services Coordinator
- Make referrals and maintain up to date contact information for primary, urgent and emergent medical and dental care service providers as needed
- Create and maintain individual health care plans each school year for students with medical concerns (e.g., asthma, seizure disorder, diabetes, etc.)
- Create and update Medical 504 Plans for students with health concerns that require classroom accommodations
- Conduct annual Vision Screening
- Conduct annual Hearing Screening
- Follow-up re-screenings for vision or hearing screening failures
- Meet as a member of IEP and 504 teams, gather information and give input for intervention strategies
- Maintain a Medication Administration Folder with valid physician orders for specialized care of individual students including, but not limited to special medical procedures during school hours (e.g., gastrostomy feeding, tracheostomy care, blood glucose monitoring, and catheterization) as well as administration of medication
- Maintain individual student health folders, separate from academic folders. Each student will have an up to date Louisiana Department of Education health history form completed annually by a parent or legal guardian
- Valid medical order interpretation for non-licensed state certified staff members
- Ensure students have met minimum immunization requirements for school entry
- Update and capture student immunization records list for annual reports in LINKS state database
- Coordinate on campus School Kids Immunization Program in conjunction with Children's Hospital as approved by local school board
- Coordinate on campus Louisiana Smiles Dental Program as approved by local school board
- Health enrichment classes
- Coordinate an educational program of courses for middle school students that address puberty, body changes and healthy living practices
- Establish an accident/injury prevention program to facilitate school safety

- Establish a communicable disease prevention and control program in cooperation with local and state public health agencies

Education and Experience

- Registered by the state of Louisiana to practice Nursing
- Valid, unencumbered Louisiana RN license
- Two years minimum work experience as a full time registered nurse required
- Bachelors of Nursing (BSN) degree preferred.
- Two years leadership experience (e.g. nurse manager, lead nurse, etc.) preferred.
- Exceptional organizational skills and time management.
- Experience with Medicaid Billing

School Psychologist

GENERAL RESPONSIBILITIES

Collaborate with teachers, parents, and school personnel to improve classroom management strategies or parenting skills; address mental health issues; assess, identify and work with students with disabilities; and improve teaching and learning strategies for all students. Coordinate and facilitate the needs of students and the KNOS network including evaluation, counseling, consultation, crisis intervention, threat and risk assessment, staff development, research, educational planning and coordination with outside agencies. Maintain case records on all referred students.

ESSENTIAL TASKS

- Serve on the network Behavioral and Emotional Health Team (BEHT) school-based Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) committee and School Building-Level Committee (SBLC).
- Conduct individual child evaluations compliant with Bulletin 1508 designed to identify strengths and weaknesses that can be used to develop effective interventions within Individual Education Program (IEP) plans.
- Select, administer, analyze and interpret results of psychological and psychoeducational assessment procedures.
- Analyze and interpret assessment data using statistical techniques, knowledge of instruments and understanding of disabilities and diagnostic criteria.
- Integrate findings into systematic case formulations and plan for intervention through written reports and oral presentation of results.
- Provide psychological counseling individually and in groups for students who have behavioral, emotional, and/or academic problems that affect their academic performance or their ability to interact well with others.
- Consult with school personnel (teachers, administrators, special education staff), parents and outside agencies to identify and develop interventions that address the academic, behavioral, and/or social/emotional needs of students.
- Develop and implement prevention and early intervention programs.
- Recommend instructional accommodations for both regular and special education students through 504 plans, IEP's, and RtI plans.
- Present in-service and educational programs to school staff, parents, community agencies, and students that will expand psychological awareness of issues related to children and adolescents and to perform preventative mental health services.
- Provide teachers and parents with information about appropriate developmental tasks and expectancies in cognitive, social, communication, physical and self-help areas.

- Make appropriate student referrals to specialist and/or community agencies.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of psychological theory and practice including assessment and test theory, diagnostic categories, personality assessment, learning disabilities, statistics, and counseling theories; knowledge of and adherence to legal procedures as contained in local, state, and federal policies governing special education, including IDEA guidelines and Bulletin 1508; knowledge of and adherence to professional and ethical standards of the American Psychological Association and the National Association of School Psychologists; knowledge of counseling techniques, behavioral management techniques, classroom instructional interventions, and parent training strategies.

EDUCATION AND EXPERIENCE

Master's Degree or Educational Specialist Degree in School Psychology, or Doctoral-Level Degree in School or Clinical Psychology is required. Active certification as a school psychologist through the Louisiana Department of Education with proof of licensure is required. Candidates should have completed at least one year of school-based psychology internship, externship or field practicum as part of their degree program and/or certification process at a minimum. At least three years of full-time employment experience as a School Psychologist is preferred.

School Student Support Coordinator

Drives Compliance

- Serve as the link among special educators, service providers, School Leader, and the Manager of Student Support Services
- Ensure School Leader, administrator in charge of discipline, and general education teachers have lists of special education students by case manager
- Participate in weekly meeting the Manager of Student Support Services
- Collect and review data and submits monthly summary report to the Manager of Student Support Services
- Advocate on behalf of student with disabilities, special educators, parents, and programming with school leader and the Manager of Student Support Services
- Review DRAFT schedule of teacher/case managers and presents to school leader for approval
- Ensure special education staff abide by IDEA, 1508, and 1706
- Ensure teacher/case managers maintain compliance and academic trackers
- Oversee compliance of special education files
- Coordinate staff development/training in collaboration with school leaders and the Manager of Student Support Services
- Maintain shared school wide calendar of Annual, Triennial Review, 30-day Review and Initial Eligibility IEP meetings to monitor timeline compliance
- Collaborate with the Manager of Student Support Services to define resources that will support the continuum of special education services as informed by predicted needs of students for the upcoming school year
- Support smooth flow of student data between special education department and building level personnel with respect to discipline, attendance, testing accommodations, and SER
- Provide technical assistance to teacher/case managers and building level staff on SER
- Participate in bi-weekly meeting with school leader or designee to discuss issues of compliance, schedule, program continuum, needs of staff
- Ensure that building level staff are familiar with accommodations/modifications; facilitate collaboration between teacher/case manager and instructional team
- Track discipline data to ensure that special education discipline procedures are implemented (Manifestation Determination meetings, continuity of SPED services, FAPE)
- Facilitate transition planning process for students

Drives Academic Progress

- Monitor delivery of both instruction and related services as stipulated on IEPs

- Collaborate with the Manager of Student Support Services to develop and implement a school wide SPED action plan
- Monitor service delivery in inclusion classes and resource settings
- Review sampling of IEPs to ensure they are curriculum based, relevant for the individual student, and complete
- Stay abreast of best practices and provide or accesses technical assistance as needed to support teacher/case managers

Supervisory Responsibilities

- Ensure smooth flow of student entry/exit data with building level data person
- Provide teacher/case managers support to utilize the KIPP Special Education Tracker to monitor performance data, discipline data, SPED services, and other areas as determined by the Manager of Student Support Services Provide modeling/support to ensure efficient, and compliant facilitation of IEP Team meetings
- Share compliance updates/documents with building level Special Education staff
- Advocate for students with disabilities and special education teacher/case managers to the school leader; communicate with school leader about compliance, supervisory issues; communicate with the Manager of Student Support Services about staffing, compliance, student issues
- Provide instructional performance monitoring and supervision for teacher/case managers
- Provide performance review data to School Leader
- Participate in building level Leadership Team meetings

Supports RTI/MTSS and IEP Team Meetings

- Consult to and attends RTI/MTSS meetings as requested; participate in the development of Student Evaluation Plans; assigns teacher/case manager
- Review files of students new to the school; assign teacher/case manager
- Encourage positive interactions and culture at IEP Team meetings
- Monitor and support IEP team meetings chaired by teacher/case managers
- Promote positive parent relationships and intercedes in complex cases; request support from the Manager of Student Support Services
- Serve as the referral conduit between teacher/case managers and clinical evaluators; collaborate with evaluators to ensure timely receipt of reports and ensure case managers have copies of reports for parent review prior to meetings
- Take comprehensive notes at initial IEP Team meetings

Education and Experience

- Bachelor's degree (required); Master's degree (preferred)
- At least four years of teaching experience with students with disabilities (strongly preferred)
- At least two years of teacher/mid-level leadership experience within a school (e.g. instructional coaching, committee chairperson, curriculum development, etc.)
- Demonstrated success in raising the achievement levels of students from educationally disadvantaged neighborhoods (strongly preferred)
- State special education teaching credential (required)
- Reflective, hard-working, dedicated, strategic thinker, and organized
- Willingness to be flexible and go above and beyond to meet the needs of KIPP New Orleans students, especially those with disabilities and identified needs

School Social Worker/School Counselor

GENERAL RESPONSIBILITIES

Provide comprehensive school-based behavioral health clinical services to students, addressing barriers that limit a student from receiving full benefit from their educational experience. Respond to referrals from school administration, parents, teachers, the Student Support Team, students' IEP teams, and others by providing direct services and by assisting families in accessing appropriate community resources.

ESSENTIAL TASKS

- Serve on the network Behavioral and Emotional Health Team (BEHT) school-based Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) committee and School Building-Level Committee (SBLC).
- Consult with school personnel (teachers, administrators, special education staff), parents and outside agencies to identify and develop interventions that address the academic, behavioral, and/or social/emotional needs of students.
- Develop and implement prevention and early intervention programs.
- Present in-service and educational programs to school staff, parents, community agencies, and students that will expand psychological awareness of issues related to children and adolescents and to perform preventative mental health services.
- Provide teachers and parents with information about appropriate developmental tasks and expectancies in cognitive, social, communication, physical and self-help areas.
- Make appropriate student referrals to specialist and/or community agencies.
- Review student records to identify previous barriers and/or interventions.
- Conduct parent interviews to acquire socio-developmental information as needed for special education referrals.
- Analyze information gained through record reviews and interviews to determine environmental impacts and appropriate resource needs; integrate gained information into a written report and oral presentation.
- Attend and participate in Manifestation Determination Review (MDR) meetings.
- Interview students and parents to discuss issues related to non-attendance and develop a plan of action.
- Assist the school in following school board regulations for excessive absences and truancy; attend student support team meetings and court intervention.
- Develop and implement professional development training for educational staff and parents, as requested.
- Provide individual and/or group counseling in response to school-wide crises.

- Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive school behavioral health services.
- Conduct home visits as a method to access the family and conduct interviews in response to school referrals.
- Maintain an ongoing liaison with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate.
- Perform related work as required.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge and skills for direct and indirect intervention including: counseling on an individual, group, or family basis; consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies; and networking with school programs and community agencies to provide essential services for families and children; understanding of the knowledge, skills, and processes for effective casework practice; understanding of the school-based behavioral health services including associated laws (IDEA, ADA, BESE Bulletins, compulsory attendance, etc.), ethical issues, professional issues and standards; foundations of school psychology; and the role and function of the school-based clinical staff; understanding of child development, psychopathology, social and environmental conditioning, cultural diversity and family systems.

EDUCATION AND EXPERIENCE

School Social Worker: Master's of Social Work (MSW) from an accredited school of social work and LMSW endorsement from the Louisiana State Board of Social Work Examiners is required. LCSW endorsement from the Louisiana State Board of Social Work Examiners and Ancillary Certification as a School Social Worker (Provisional or Qualified) from the Louisiana Department of Education is preferred. 2 or more years of full-time experience with children in urban environments is required. 3 or more years of full-time school-based experience is preferred.

School Counselor: Master's Degree in Counseling, Psychology, Mental Health or a related field with Provisional Licensed Professional Counselor (PLPC) endorsement from the Louisiana LPC Board of Examiners and completion of National Certified Counselor (NCC) standards via examination are required. Licensed Professional Counselor endorsement from the Louisiana LPC Board of Examiners and Ancillary Certification as a Mental Health Counselor (Provisional or Qualified) from the Louisiana Department of Education is preferred. 2 or more years of full-time experience with children in urban environments is required. 3 or more years of full-time school-based experience is preferred.

Special Education Teacher & Case Manager

Classroom Tasks

- Assume responsibilities for demonstrating achievement of IEP goals and improved academic performance of students on caseload
- Develop an individual profile for each student using existing assessment data and informal testing and observation
- Utilize tracking system to update individual performance profile on a monthly basis
- Provide a continuum of special education instructional opportunities for students to work one-on-one, in small groups, and as a class within pull-out or push-in settings, as appropriate, in support of the general education curriculum
- Keep abreast of best practice research on inclusion and effective strategies for ensuring success in the least restrictive setting
- Employ multi-sensory teaching strategies based on an understanding of student strengths, weaknesses and learning styles
- Ensure general education staff have copies of the IEP-at-a-glance
- Monitor and support implementation of goals in inclusion classes; collaborates with related services providers and monitors service delivery, monitors BIPS
- Provide technical assistance to teachers to implement accommodation/modifications
- Provide instructional direction and supervision for paraprofessional staff
- Collaborate with teachers/parents/students to adjust IEP goals and services if indicated by academic, behavioral or functional performance.

IEP Tasks

- Encourage parent partnerships and maintain positive communication with parents/caregivers regarding student progress, successes and difficulties
- Assume responsibility for writing both initial and annual IEPs based on present levels of performance and developing goals that relate to curriculum standards and content
- Keep IEPs updated as to the achievement of goals and objectives at the end of every quarter and issues quarterly progress reports to parents
- Gather academic assessment, behavior tracking, and other data in preparation for the annual IEP meeting
- Schedule, coordinate, and chair the annual IEP meetings in collaboration with the Student Support Coordinator, Official Designated Representative, parents/caregivers, related service providers, and general education teacher(s)

- Maintain current IEP data in SER including the IEP, evaluation and reevaluation data, personal information, and services
- Maintain a portfolio of student work samples, anecdotal data, and classroom observation information

Case Management Tasks

- Assume responsibility for case compliance and student academic progress, conducting Triennial Reviews in collaboration with the Student Support Coordinator and grade level team
- Assume responsibility for reviewing and analyzing all student information to develop a corrective action plan for students who need additional testing and/or a change of services
- Participates in 30-day review IEP Team meetings for students new to KIPP
- Collaborate with the instructional team to develop a DRAFT schedule of services for review by the Student Support Coordinator and School Leader
- Ensure that IEP services are implemented as indicated on IEP
- Maintain special education file; ensure all evaluation recommendations made by the IEP Team are completed
- Ensure related services are being delivered in an integrated way involving practical classroom application; and track data on receipt of related services
- Communicate concerns on supportive service delivery with Special Education Coordinator
- Assume responsibility for conducting Triennial reviews in collaboration with the Special Education Coordinator and the Pupil Appraisal Team; schedule meetings to develop the Student Evaluation Plan to ensure assessment in all areas of suspected disabilities
- Provide requisite monthly or quarterly tracking data to the Student Support Coordinator

Education and Experience

- Bachelor's degree (required)
- At least two years of teaching experience with students with disabilities (strongly preferred)
- Demonstrated success in raising the achievement levels of students from educationally disadvantaged neighborhoods (strongly preferred)
- Experience working in urban schools (preferred)
- State teaching credential (preferred)
- Reflective, hard-working, dedicated, strategic thinker, and organized
- Willingness to be flexible and go above and beyond to meet the needs of KIPP New Orleans students, especially those with disabilities and identified needs
- A strong desire to continuously learn and increase effectiveness as a teacher and professional

Speech Language Pathologist

GENERAL RESPONSIBILITIES

This employee is responsible for organizing and implementing a therapy program to meet the needs of speech, language and hearing impaired students and meeting the duties of teaching as outlined in laws and policies.

ESSENTIAL TASKS

- Preparing educational plans annually for each student based on individually assessed needs in accordance with network procedures and local, state, and federal policy.
- Providing appropriate services for exceptional students based upon a fixed weekly schedule.
- Participating in the school's Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) Committee and School Building Level Committee (SBLC).
- Screening students for speech, language and hearing impairments and developing appropriate intervention plans to meet students' individualized needs.
- Seeking a variety of services through community resources and agencies to meet the needs of exceptional students.
- Participating on evaluation teams for speech, language, and hearing impaired students as appropriate.
- Conduct speech and language evaluations compliant with Bulletin 1508 designed to identify strengths and weaknesses that can be used to develop effective interventions within Individual Education Program (IEP) plans.
- Continuing professional growth through educational meetings, visiting related facilities, reading professional literature, and exchanging ideas among the district staff.
- Working in coordination with other Student Support Team staff in planning and developing the program to meet both student-specific and school-wide communication needs.
- Designing and facilitating professional development for school staff to assist in improving educational outcomes for students with communication needs.
- Monitoring progress of students receiving Speech/Language services
- Maintaining accurate and compliant records of services and evaluations

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge and skills for direct and indirect intervention including: speech therapy on an individual or group basis; consulting with administrators, teachers, parents, and other professionals about student communication and cognitive/functional development; and networking with allied professionals and

community agencies to provide services for families and children; understanding of the knowledge, skills, and processes for effective Speech/Language Pathology; understanding of the school-based speech services including associated laws (IDEA, ADA, BESE Bulletins, etc.), ethical issues, professional issues and standards; understanding of child development, linguistics, social and environmental conditioning, cultural diversity and family systems.

EDUCATION AND EXPERIENCE

Master's in Speech-Language Pathology or Communication Disorders with Provisional Speech Language Pathology licensure by the Louisiana Board of Examiners for Speech-Language Pathology and Audiology required. Full endorsement in Speech Language Pathology from the Louisiana Board of Examiners for Speech-Language Pathology and Audiology, ASHA certification, and Louisiana Department of Education ancillary certification as a School Speech Pathologist (Provisional/Qualified) preferred.