

TRI-COUNTY SPECIAL EDUCATION ASSOCIATION
Job Descriptions

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I. Executive Director

A. Location: Tri-County Special Education Association

B. Qualifications: The Executive Director will hold a Type 75 General Administrative Certificate with a Director of Special Education endorsement.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Executive Board

D. Supervises the direct services and/or technical supervision of all Tri-County Special Education Association personnel and coordinates the services provided by special education personnel of the member districts.

E. Evaluation: The Executive Director is evaluated annually by the Executive Committee of the Tri-County Special Education Association.

F. General Responsibilities

The Executive Director is responsible for the complete operation and function of the Tri-County Special Education Association. He/she is responsible for administering, supervising and directing the Tri-County Special Education Association in accordance with the law and the Executive Committee and Association Council's policies, procedures and directives and to provide leadership according to the Tri-County Special Education Association's vision/goals.

G. Essential Performance Duties and Responsibilities

1. Board Relations

a. Prepare reports and materials for the Executive Committee and the Association Council in a timely and thorough manner.

b. Deliver information at meetings in a clear and concise manner.

c. Document recommendations to the Executive Committee and Association Council.

d. Respond to requests and follow-up inquiries from the Executive Committee in a timely and meaningful manner.

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- e. Keep the Executive Committee and Association Council informed about operations.
 - f. Implement the actions of the Executive Committee and Association Council.
 - g. Present appropriate policies for approval by the Executive Committee in areas of referral, evaluation, and placement of students with disabilities, as well as in all areas necessary to the effective operation of Tri-County.
 - h. Develop and follow the organizational rules and procedures that are necessary to implement the policies of Tri-County.
2. Community-Public Relations
- a. Communicate effectively with member districts, parents and the public.
 - b. Respond to concerns of member districts in a timely and appropriate manner.
 - c. Disseminate periodic communications (publications, reports, newsletters, etc.) to media, community and staff.
 - d. Act as a liaison with community agencies concerned with special student services.
 - e. Represent Tri-County with local, state and national organizations.
3. Personnel Management
- a. Provide for the employment of Tri-County personnel (e.g., make recommendations to the Executive Committee as to the hiring, firing, advancement, promotion, or any change in status of Tri-County personnel).
 - b. Assign and effectively utilize all personnel.
 - c. Administer policies, procedures and the negotiated contract.
 - d. Administer the salary and benefits program.
 - e. Communicate effectively with staff.

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- f. Administer personnel evaluation programs.
 - g. Provide the resources and facilities necessary to promote the achievement of organizational goals and effective job performance by all personnel.
4. Business/Fiscal Management
- a. Understand and appropriately respond to current financial expectations and conditions.
 - b. Prepare and implement the annual budget.
 - c. Implement internal controls and other sound financial practices necessary for the effective management of fiscal resources.
 - d. Demonstrate cost-effective management of resources.
 - e. Provide leadership to all member districts that ensures their understanding and maximization of local, state and federal special education resources.
 - f. Seek out additional funding and encourage districts to pursue these new resources, as appropriate.
5. Federal and State Project Development
- a. Demonstrate advance planning and preparation for project programs under federal grants. Examples include, but are not limited to, communicating with Superintendents, conducting necessary needs assessments and completing maintenance of effort spreadsheets.
 - b. Secure Superintendents' input on project/grant applications.
 - c. Supervise and/or prepare all project/grant applications. The descriptors of quality are assumed applicable to all tasks and not just this one.
 - d. Develop and file amendments to all federal projects in accordance with federal and state guidelines.
 - e. Account for the federal revenues and expenditures according to state guidelines.
 - f. Facilitate annual audit of federal funds.

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6. Curriculum and Instructional Management
 - a. Determine the needs of the Tri-County Special Education Association.
 - b. Keep current with trends and developments in curriculum, instruction and the delivery of special education programs.
 - c. Recommend the initiation of new programs, or the modification of existing ones, to member districts.
 - d. Remain current with laws, special education rules and regulations and ISBE compliance requirements.
 - e. Assess the effectiveness of special education programs in accordance with the rules and regulations set forth by ISBE.
 - f. Plan and direct in-service training and staff development in collaboration with other Tri-County personnel.
 - g. Support district-level program planning that is intended to benefit students who have, may develop or are suspected of having disabilities.
 - h. Make district administrators aware of the evidence-based practices or curriculum materials for student instruction and assessment that are most suitable for use in local districts.
7. Comprehensive Planning
 - a. Develop and implement short-term and long-range planning.
 - b. Develop management systems for implementing plans.
 - c. Evaluate the outcomes associated with implementing plans.
8. Professional and Personal Development
 - a. Keep current by implementing the continuing professional education plan required of administrators by the school code.
 - b. Keep current on all lawfully adopted rules and regulations.

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- c. Contribute to the profession by writing and speaking.
 - d. Participate in local, state, and national professional organizations.
 - e. Contribute to the political process in ways that impact statute, regulation, policies, procedures and programs for students who have, may develop or are suspected of having disabilities.
9. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Chair of the Executive Committee and respond in accordance with all approved policies and procedures.
10. Perform other duties as directed by the Executive Committee or Association Council.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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II. Assistant Director

- A. Location: Tri-County Special Education Association
- B. Qualifications: The Assistant Director will hold a Type 75 General Administrative Certificate with a Director of Special Education endorsement.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

- C. Reports to Executive Director of Tri-County Special Education Association
- D. Supervises all services provided by Tri-County Special Education Association Technical Assistance Supervisors, assists the Executive Director with the evaluation and coordination of services provided by all Tri-County Special Education Association personnel, and coordinates the services provided by all special education personnel of the member districts.
- E. Evaluation: The Assistant Director is evaluated by the Executive Director of Tri-County Special Education Association no less than every two years.

F. General Responsibilities

The Assistant Director assists the Executive Director with administering, supervising, and directing the Tri-County Special Education Association in accordance with the law and the Executive Committee and Association Council's policies, procedures and directives and to provide leadership according to the Tri-County Special Education Association's vision/goals.

The Assistant Director position may be shared by more than one person, both or all of whom assume the responsibilities listed below. In the event of a shared position, as determined by the Executive Committee, the specific roles, responsibilities, and contact information of each individual shall be clearly delineated and available to the public.

G. Essential Performance Duties and Responsibilities

1. Technical Assistance Supervision

- a. Respond to all requests for information about special education services, about Tri-County Special Education Association, or about programming for students with disabilities. Assist educators, family members, and community members with understanding

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special education services and advise them about community services as appropriate. Keep all personnel advised of most current methods, issues, and legal requirements.

- b. Engage in child-specific problem solving or consultation, as appropriate. In addition, Assistant Directors identify, recommend, and implement strategies to encourage effective collaborative problem solving within each Tri-County school.
- c. Attend IEP meetings as needed to share technical information or provide the specialized leadership necessary to resolve or minimize controversies.
- d. Locate needed resources, materials, personnel, services, or programs.

2. Monitoring and Oversight of Special Education Programs

- a. Oversee data collection that allows for accurate completion of required reporting and claims for reimbursement.
- b. Monitor class sizes and age ranges, alerting building administrators to potential or actual problems and options for remaining in compliance with state regulations.
- c. Monitor teacher certifications, approvals and qualifications, alerting building administrators to potential or actual problems and also to options for remaining in compliance with state regulations.
- d. Advise and assist districts that are seeking specialized State Board approvals; temporary approvals for special education teachers, approvals for “Other Necessary Professionals,” deviations for class size or age range, variance requests. Provide for the supervision, evaluation and reporting about programs granted a deviation or variance.
- e. Assess programmatic needs on a periodic basis in order to make recommendations for program development or redesign. Communicate needs clearly to administrators and teachers.
- f. Coordinate and lead, as appropriate, efforts to improve the instruction for students with disabilities in Tri-County schools.
- g. Maintain familiarity with all programs operated by or used by Tri-County schools to provide a Free and Appropriate Public Education

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- e. Assume responsibility for the design and provision of staff development activities for Tri-County personnel.
4. Assistance to Director with Administrative Projects
- a. Provide leadership to committees that study and make recommendations on issues affecting services within Tri-County Special Education Association, then prepare subsequent reports or summaries for the Executive Director and others.
 - b. Understand Tri-County's goals and assist with designing, informing and implementing activities that help to meet those annual goals.
 - c. Communicate clearly about TCSEA priorities, procedures and initiatives.
 - d. Assist with personnel matters at the discretion of the Executive Director (i.e., hiring, evaluation, and supervision).
 - e. Assist with financial or grant writing matters at the discretion of the Executive Director.
 - f. Draft proposals for policies, procedures, forms or for other efforts to help the cooperative meet its goals.
 - g. Represent the local district, upon request, at administrative hearings or meetings.
 - h. Represent Tri-County, upon request, at community meetings (i.e., Transition Planning Councils).
 - i. Other duties as requested by the Executive Director.
5. Management of Special Projects
- a. Communicate important programmatic ideas, legal issues and professional development opportunities to the personnel employed by Tri-County Special Education Association and member districts.
 - b. Manage the ongoing operation, revisions or improvements and user support associated with the student database (i.e., KIDS).
 - c. Assist in the writing of, or recommend and draft, grant proposals that are consistent with organizational goals and/or district needs.

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- d. Evaluate, or assist in the evaluation of, the extent to which special projects accomplish organizational goals or meet identified needs.
6. Supervision of Selected Tri-County Personnel
- a. Complete performance evaluations of Technical Assistance Supervisors, Psychologists, Social Workers or others assigned by Executive Director.
 - b. Actively support the work of the Parent Mentor and of Technical Assistance Supervisors, facilitating successful implementation of these services.
 - c. Organize regular meetings of Technical Assistance Supervisors in order to provide for collegial support and collaborative problem solving.
7. Review and follow the Policies and Procedures of Tri-County Special Education Association.
8. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director.
9. Perform other duties as directed by the Executive Director.

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III. Technical Assistance Supervisor

A. Location: Tri-County Special Education Association

B. Qualifications

Technical Assistance Supervisors will hold a Type 10 certificate with a LBSI endorsement, at least a Masters Degree, and either supervisory approval on the Type 10, or a Type 75 General Administrative certificate.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Tri-County Executive Director, Assistant Director, and Superintendents of assigned districts.

D. Supervises: Not applicable, district administrators directly supervise the special education personnel employed by member districts. Technical assistance supervision refers to the supervision of programs and services, not of personnel.

E. Evaluation: Technical Assistance Supervisors are evaluated by the Assistant Director or the Executive Director no less than every two years.

F. General Responsibilities

Technical Assistance Supervisors provide special education leadership services to the individual districts that contract for those services. The primary focus of Technical Assistance Supervisors is supporting the use of effective practices for instruction, intervention, assessment, and decision making in the districts in which they are assigned. Supervisors identify and solve problems, resolve conflicts when possible, collaborate with district and cooperative personnel, provide technical assistance and other professional growth opportunities to educators and family members and assist district administrators in the effective planning, administration and evaluation of special education services.

G. Essential Performance Duties and Responsibilities

Additional or different Essential Performance Duties and Responsibilities will be determined by each supervisor through consultation with the superintendent of each district to which he/she is assigned.

1. Coordinate, with the Tri-County Psychologist and Social Worker teams, the scheduling of all IEP meetings where eligibility decisions will be made (EDC's) in the districts to which he/she is assigned.

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2. Attend all EDC's in the districts to which she/he is assigned. At the request of the building principal, the Technical Assistance Supervisor shall be responsible for conducting the EDC.
3. Insure that all EDC meetings are legally correct and that all paper work is properly completed and distributed.
4. Remain current in his/her knowledge of federal and state laws, regulations, and Tri-County policies and procedures which apply to special education. He/she will provide pertinent information to districts.
5. Provide leadership in resolving issues related to placement, student progress and related service provision in each district.
6. Participate in the design, development and implementation of those Tri-County programs and services that benefit assigned districts.
7. Provide ongoing technical assistance and outcome-oriented leadership to all special education and related services personnel.
8. Prepare for and lead IEP meetings at the request of district superintendents and principals, serving as the LEA Representative at the request of district administrators.
9. Facilitate the completion of IEP paperwork and the development of educational plans that are designed to convey meaningful benefit to students with disabilities in his/her assigned districts.
10. Foster positive relationships among district personnel and parents/guardians of children who have, or are suspected of having, disabilities. Involve families in IEP planning.
11. Facilitate problem-solving and conflict resolution relating to disputes about special education services or disagreements regarding the learning needs of individual students.
12. Assist district administrators in the recruitment and selection of qualified special education personnel, upon request.
13. Assist district administrators with personnel evaluations, upon request.
14. Assist district administrators with the design and implementation of programs to address the educational needs of students with disabilities.

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15. Provide in-service opportunities to educators, families and community members in assigned districts.
16. Participate in professional growth activities relating to district interests and needs.
17. Serve on Tri-County and community-based committees related to the supervisory role.
18. Review and follow all policies and procedures of Tri-County Special Education Association.
19. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.
20. Assume other duties as directed by Tri-County or district administration.

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IV. Speech-Language Pathology (SLP) Supervisor

A. Location: Tri-County Special Education Association

B. Qualifications

The SLP Supervisor will hold a Type 73 (School Service Personnel) and either a Type 75 General Administrative Certificate or a supervisory endorsement on the Type 73 certificate. Alternately, the SLP Supervisor will hold a Type 10 (teaching) certificate endorsed for Speech-Language Impairment and supervision or a Type 10 certificate endorsed for Speech-Language Impairment and a Type 75 General Administrative Certificate. In addition, the SLP Supervisor will hold a current license through the Illinois Department of Financial and Professional Regulation, as well as the Certificate of Clinical Competence (CCC), issued by the American Speech-Language-Hearing Association (ASHA).

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Executive Director of Tri-County Special Education Association.

D. Supervises the direct services and/or technical supervision of all Tri-County Special Education Association Speech-Language Pathologists and coordinates the services provided by Speech-Language Pathologists in member districts.

E. Evaluation: Speech-Language Supervisor is evaluated by the Assistant Director or the Executive Director no less than every two years.

F. General Responsibilities

The SLP Supervisor facilitates the implementation of high quality speech-language services throughout the cooperative. The SLP Supervisor works with the Speech-Language Pathologists who are employed by Tri-County's member districts and provides direct supervision to the Speech-Language Pathologists who are employed by the cooperative but provide services to students in member districts. She/he orients new personnel to the many roles and the Policies and Procedures pertinent to Speech-Language Pathologists in Tri-County districts. She/he offers mentorship and support to all speech-language professionals, in part through supervising assistants in member districts and assisting new personnel with obtaining a Certificate of Clinical Competence. In addition, she/he encourages networking, problem-solving and collaboration among all Speech-Language Pathologists. Likewise, she/he encourages the consistent use of effective practices for service delivery, evaluation and management of speech-language services. The SLP

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Supervisor provides professional growth experiences and leadership to the field of speech-language pathology within and beyond the borders of this cooperative.

G. Essential Performance Duties and Responsibilities

1. Leadership

- a. Oversee policies and procedures used throughout the cooperative.
- b. Keep up to date on and disseminate information about SLP related statutes, regulations, policies, procedures and forms.
- c. Advise member districts regarding speech/language matters: caseload, evaluations, eligibility criteria, service delivery, exit criteria, etc.
- d. Conduct speech-language audits at the request of member districts. Audits are formative evaluations and minimally consist of record reviews and discussions with district personnel. A report containing observations, conclusions and recommendations is generated after a review of all agreed-upon data. The audit report is intended to lead decision making at the local level about the ways existing services might be reformed to address both student needs and district goals.
- e. Maintain awareness of Speech/Language practices and procedures in member districts.
- f. Attend EDC/IEP meetings in order to offer technical assistance for speech-language issues.
- g. Provide technical assistance as related to speech-language cases within the cooperative.
- h. Develop and deliver presentations on speech-language topics as requested by member district administrators, or the Executive Director of Tri-County Special Education Association.
- i. Maintain and update "The Procedures and Forms Manual for the Speech/Language Pathologist."
- j. Arrange, organize and deliver two professional development opportunities for SLPs in member districts each school year.
- k. Conduct personnel evaluations for SLPs employed by Tri-County Special Education Association.

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- l. Participate in community projects related to the field of speech-language disorders.
 - m. Maintain membership in local, state, and/or national professional organizations.
 - n. Assume other duties as directed by Tri-County administration.
2. Support
 - a. Greet and help to induct new SLPs into Tri-County and member districts.
 - b. Mentor, train and supervise SLPs employed by Tri-County Special Education Association.
 - c. Provide Clinical Fellowship Year supervision for ASHA certification, upon request.
 - d. Provide supervision of Speech-Language Paraprofessionals for member districts.
 - e. Provide consultation services/sharing of resources to SLPs in member districts.
 - f. Maintain a Speech/Language lending library with evaluation instruments and therapy resources for use by SLPs in member districts.
 - g. Disseminate information to the SLPs in member districts, for a wide range of professional development opportunities.
 - h. Recruit, interview and advise the Executive Director of Tri-County and district Superintendents, upon request, when hiring a SLP or paraprofessional.
 - i. Facilitate approvals through ISBE for use of a Speech/Language paraprofessional for member districts.
3. Review and follow all Policies and Procedures of Tri-County Special Education Association.
4. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.

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5. Perform other duties as directed by the Executive Committee or Association Council.

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V. Receptionist/Staff Secretary

A. Location: Tri-County Special Education Association, Bloomington Office

B. Qualifications: High school diploma or equivalent.

Required Knowledge, Skills, or Abilities: Familiarity with technology and software commonly used in offices; Ability to effectively communicate with a wide variety of personnel and with members of the general public; Adherence to standards for confidentiality; Ability to effectively organize the office environment and multiple work demands.

C. Reports to Executive Director and Assistant Director in Bloomington Office.

D. Supervises: Not applicable.

E. Evaluation: Receptionists/Staff Secretaries are evaluated by the Assistant Director or Executive Director, as often as necessary to maintain high quality services.

F. General Responsibilities

Receptionists/Staff Secretaries support teams of social workers and psychologists who are assigned to the Bloomington office and provide referral or problem solving services to the district personnel or community members who call or visit the Bloomington office. Receptionists/Staff Secretaries also support therapy personnel and satellite office personnel as necessary. Fundamentally, they maintain a well organized work environment, collaborate with district and Tri-County personnel, facilitate the delivery of quality services to students and families and represent Tri-County to members of their local communities.

G. Essential Performance Duties and Responsibilities

1. Support Teams and Administrators Assigned to Bloomington Office.

a. Collect and file weekly schedules of all staff, after review by Executive Director.

b. Review and complete staffing notices, mailing or e-mailing to all participants, and documenting return receipts from e-mails.

c. Answer and direct phone calls to appropriate staff, take messages or transfer to voice mail. Alert personnel ASAP of urgent messages or assist callers in reaching Tri-County staff.

d. Retrieve, send, and distribute mail for office.

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- e. Maintain and update work log books prior to monthly meetings. Copy/e-mail corrected pages to appropriate staff.
 - f. Process referrals and RDG's by entering information into the KIDS database, copying referrals for team members, entering data into tracking forms, and make new files as necessary.
 - g. Provide word processing, proofing, printing and copying of reports or other documents for staff.
 - h. Prepare re-evaluation lists for staff review.
 - i. Assist with preparing and distributing workshop handouts, flyers, agendas, binders and other paperwork, as needed.
 - j. Compile lists, produce labels, and send mailings as needed.
2. Support Therapists and Other Specialized Services Providers
- a. Mail out annual requests for prescriptions at the request of Occupational and Physical Therapists.
 - b. Record and notify therapists of prescriptions once they are received.
 - c. Review, log, and refer specialized referral forms to appropriate service providers, notifying the referral source of actions taken or of missing information.
3. Support Executive Director
- a. Copy, compile and mail board documents before each meeting of Tri-County's Executive Committee.
 - b. Update memos and first-day folders for staff.
 - c. Perform word processing and other secretarial duties.
 - d. Verify completion of reports for the Director's Secretary following dictation days by office staff.
 - e. Copy and mail staff evaluation forms to relevant principals and superintendents one month prior to their performance evaluation.

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- f. Schedule grant visits with all superintendents two times per year.
4. Office Environment
- a. Order supplies, arrange service calls, and provide everyday maintenance for copier and postage meter.
 - b. Organize and maintain filing system. This includes purging files, i.e., setting up database, printing and mailing letters to parents.
 - c. Report maintenance or janitorial issues to Director's secretary, Assistant Director and/or Director. Call in problems with notice.
 - d. Report technology issues that cannot be resolved without guidance to the Director's Secretary, Assistant Director and/or Director.
 - e. Troubleshoot technology, copier, and printer problems and support staff with routine problems (e.g., paper jams).
 - f. Maintain phone system (i.e., adding voice mailboxes, updating phone extension #, change after hour messages, etc.)
 - g. Collaborate with others in the Bloomington office to maintain a neat workplace.
 - h. Prepare coffee, as requested, for meetings held by the Executive Director or Assistant Directors.
5. Support for Service Delivery
- a. Look up information for teachers, principals, and others.
 - b. Understand and use student database (KIDS), update information from IEPs and other forms. Archive student records.
 - c. Assist teachers, as much as possible and appropriate, with using the KIDS database. Examples include support for archiving records, troubleshooting simple problems, reporting bigger problems to the Assistant Director, changing school information for teachers as students transfer schools.
 - d. Maintain complete filing system for main office (this includes files for the satellite offices also). This is an ongoing procedure. Files are constantly moved, drawers are relabeled, and terminated files are frequently reviewed.

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- e. Alphabetize, organize and file contents on a regular basis.
 - f. Copy and distribute student paperwork to parents, Tri-County, and district personnel.
 - g. Send records to satellite office when a student moves into an assigned district or to another school district upon notification that a student moved into that district. Send notification to parent when records are sent.
 - h. Serve as records custodian, with assistance from Director and Assistant Directors.
 - i. Enter selected IEP data into KIDS program, with guidance from the Assistant or Executive Director.
6. Community Relations
- a. Greet and direct visitors to the office.
 - b. Answer inquiries.
 - c. Refer inquires to other personnel as appropriate.
 - d. Prepare documents, letters and mailings for community members.
7. Other
- a. Review and follow all Policies and Procedures of Tri-County Special Education Association.
 - b. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.
 - c. Other duties as directed.

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VI. Satellite Office Secretaries

A. Location: Tri-County Special Education Association, Lincoln or Clinton Office.

B. Qualifications: High school diploma or equivalent.

Required Knowledge, Skills, or Abilities: Familiarity with technology and software commonly used in offices; Ability to effectively communicate with a wide variety of personnel and with members of the general public; Adherence to standards for confidentiality; Ability to effectively organize the office environment and multiple work demands.

C. Reports to Executive Director and Assistant Director for Satellite Offices.

D. Supervises: Not Applicable.

E. Evaluation: Satellite Office Secretaries are evaluated by the Assistant Director for Satellite Offices or the Executive Director, as often as necessary to maintain high quality services.

F. General Responsibilities.

Satellite office secretaries support teams of social workers and psychologists, support other personnel assigned to satellite offices, maintain a well-organized work environment, collaborate with district and Tri-County personnel in ways that promote the delivery of quality services to students and families in assigned districts and represent Tri-County to members of their local communities.

G. Essential Performance Duties and Responsibilities.

1. Support Teams and Other Personnel Assigned to Satellite Office

a. Keep schedule of staff members.

b. Review and complete staffing notices, mailing or emailing to all participants and documenting return receipts from emails on copy of notice for students' files.

c. Answer phone & take messages or transfer to voice mail. When messages are urgent, alert personnel or assist callers in speaking directly to Tri-County personnel as quickly as possible.

d. Retrieve, send and distribute mail for office.

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- e. Maintain and update log books (excel spreadsheet) w/ each staff member prior to monthly work log meetings.
 - f. Process referrals for evaluation by entering information into database, copying for team, and entering data into tracking forms.
 - g. Provide word processing and other common secretarial services.
 - h. Verify completion of reports for the Director's Secretary following dictation days by office staff.
 - i. Organize professional libraries and blank copies of forms.
 - j. Assist with the preparation and distribution of workshop or meeting handouts, flyers, agendas and other paperwork.
 - k. Compile mailing lists, produce labels, and send mailings.
 - l. Track postage and office supplies used for special purposes (e.g., Parent Mentor grant) and report to the Director's Secretary.
2. Office Environment
- a. Coordinate supply orders with the Director's Secretary. Report needs in a timely manner.
 - b. Maintain postage meter, copier, fax, etc. in collaboration with Director's Secretary.
 - c. Organize and maintain filing system. Purge inactive files annually.
 - d. Follow up with cleaning service as needed for weekly office cleaning/maintenance.
 - e. Report maintenance issues to Director's Secretary, Assistant Director and/or Director.
 - f. Report technology issues that cannot be resolved without guidance to the Director's Secretary, Assistant Director and/or Director. Seek assistance from TechHelp email, as needed, and resolve common issues locally as appropriate.
3. Support for Service Delivery
- a. Look up information for teachers, principals, etc.

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- b. Understand and use student database, updating information from student IEPs and other forms.
 - c. Maintain complete files in satellite office for students enrolled in districts assigned to teams.
 - d. Alphabetize, organize and send originals of all student file contents to Bloomington office.
 - e. Copy and distribute student paperwork to parents, Tri-County and district personnel and for Bloomington office files.
 - f. Copy and send records to a receiving school district when a student moves out (w/ release) or with simple parent notification under the condition of verified enrollment.
 - g. Send for records when a student moves into an assigned district. Copy for local school and for Bloomington office.
 - h. Send out re-evaluation referrals when appropriate (and determine the appropriate forms for each student per RDG).
4. Community Relations
- a. Answer questions.
 - b. Refer inquiries to other personnel.
 - c. Prepare documents, letters and mailings for community members.
5. Other
- a. Review and follow the Policies and Procedures of Tri-County Special Education Association.
 - b. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.
 - c. Other duties as directed.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed

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periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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VII. Statistical Secretary

A. Location: Tri-County Special Education Association, Bloomington Office

B. Qualifications: High school diploma or equivalent.

Required Knowledge, Skills, or Abilities: Skill learning and using both specialized technology and software programs in addition to those that are commonly used in offices; Ability to effectively communicate with a wide variety of personnel and with members of the general public; Adherence to standards for confidentiality; Ability to effectively organize the office environment and multiple work demands.

C. Reports to Executive Director and Assistant Director in the Bloomington Office.

D. Supervises: Not applicable.

E. Evaluation: The Statistical Secretary is evaluated by the Assistant Director or Executive Director, as often as necessary to maintain high quality services.

F. General Responsibilities.

The primary role of the Statistical Secretary is to work closely with the Assistant Director(s) and with both administrative and clerical personnel from each member district and the cooperative in order to collect and report student data to the State Board of Education. The Statistical Secretary insures that mandated reporting is completed in an accurate and timely manner. Associated with data reporting responsibilities are numerous tasks requiring the review and documentation of student services. Another major, but secondary, role of the Statistical Secretary is to provide the clerical support needed by Tri-County administrators in order to implement professional development activities for educators throughout the cooperative. Subsumed under professional development responsibilities are many tasks, including but not limited to, the maintenance of mailing labels, word processing, or recording and reporting reservations for workshops.

G. Essential Performance Duties and Responsibilities.

1. Pupil and Personnel Claims and Data Transmission

a. Send class enrollments out to districts for teachers to correct, review, and add students for enrollment purposes as of the first day of school.

b. Collect and update student information based on class enrollments.

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- c. Review IEPs to insure that a current IEP exists for every student.
- d. Send pupil and personnel approval information to superintendents for review and either correction or confirmation before transmissions to ISBE.
- e. Transmit pupil and personnel information to ISBE, using the appropriate electronic program (currently IePoint), by each mandated submission date.
- f. Submit all pupil and personnel claims to ISBE on behalf of Tri-County and member districts (i.e., Orphanage, Excess Costs, Private Facility, and Personnel during the summer months; Orphanage Summer Term claims during the fall).
- g. Re-send class enrollment lists to districts, for teachers to update in anticipation of the annual December 1 Child Count reporting.
- h. Print status reports from database, mailing them to district superintendents along with the class enrollment lists. This is for the purpose of cross-checking the accuracy and adding, deleting, or correcting the entries.
- i. Update student information in the database after each “turnaround” in preparation for transmitting the December 1 Child Count.
- j. Re-enter pertinent student and personnel data into the database throughout the school year in response to receiving new IEPs, termination/exit forms, or other written documentation of changes.
- k. Contact personnel in other districts to verify information, such as start and end dates, in response to error reports from ISBE.
- l. Work with administrators to correct other errors associated with pupil and personnel reporting for the cooperative and districts.
- m. Send final class enrollments to teachers at the end of each school year, in anticipation of entering data for the new school year into the computer during the summer months.
- n. Run status reports, as needed or requested, at any time.

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- o. Assist Assistant and Executive Director with mailing information needed to compute pupil and personnel claims to district superintendents.
 - p. Assist Assistant Director and Superintendents with the completion and submission of accurate pupil and personnel claims.
 - q. Provide claims data to Executive Director and Superintendents.
 - r. Collect and maintain calendars for all Tri-County districts and all private facilities in which Tri-County students are enrolled.
 - s. Work with administrators to streamline and adapt the data collection process in response to new requirements by ISBE.
2. Professional Development Responsibilities
- a. Assist as necessary in preparation for professional development activities including space and meals.
 - b. Draft, edit, and/or send out flyers and other notices about professional development activities.
 - c. Update workshop offerings and RSVP options on the Tri-County web site, with assistance or at the request of the Assistant Director.
 - d. Receive and record RSVPs for professional development activities. Clarify reservations when necessary, then compile list of attendees for all events. Include background data on attendees upon request.
 - e. Assist with the drafting or editing of the annual professional development plan for the cooperative and member districts, including assistance with the detailed budget breakdowns that show how in-service money will be spent by the cooperative and each member district.
 - f. Edit or proof Tri-County newsletter, upon request, and email final document to recipients.
3. Support for the Assistant Director in the Bloomington Office
- a. Provide word processing or develop and update spreadsheets, as needed.

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- b. Assist, as requested, with planning, implementing, editing documenting or reporting the results of projects.
4. Other
- a. Provide back-up support, as needed, for Receptionists/Staff Secretaries and for Director's Secretary.
 - b. Check back-up tapes for Tri-County server, insuring that student database is backed up on a regular basis.
 - c. Review and follow Tri-County policies and procedures.
 - d. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Asst. Directors.
 - e. Other duties as directed.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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VIII. Executive Director's Secretary

- A. Location: Tri-County Special Education Association, Bloomington Office.
- B. Qualifications: High school diploma or equivalent. Some college is preferred.

Required Knowledge, Skills, or Abilities: Familiarity with technology and software commonly used in offices; Ability to effectively communicate with a wide variety of personnel and with members of the general public; Adherence to standards for confidentiality; Ability to effectively organize the office environment and multiple work demands; Ability to understand and assist the Executive Director with implementing both fiscal procedures and procedures relating to the management of personnel.

- C. Reports to Executive Director.
- D. Supervises: Not applicable.
- E. Evaluation: The Executive Secretary is evaluated by the Executive Director, as often as necessary to maintain high quality services.
- F. General Responsibilities

The Executive Secretary's responsibilities are in the areas of board relations, fiscal management, grant management, human relations and office management.

- G. Essential Performance Duties and Responsibilities

- 1. Board Relations

- a. Organize the details associated with all board meetings, including the annual dinner meeting scheduled for the Association Council.
 - b. Draft agendas and consent agendas in advance of each meeting.
 - c. Edit draft agendas, consent agendas, director's reports and other items to be included in the board packet for each meeting.
 - d. Serve as Board Secretary during meetings of Tri-County's Executive Committee and Association Council.
 - e. Draft minutes of each board meeting for review by Executive Director and review and signature by the Chair of the Executive Committee.

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f. Oversee copying and distribution of board packets to all recipients.

1. Fiscal Management

a. Assist Executive Director with budgeting process (e.g., Calculate district enrollment based on verified Fall Housing Reports, calculate projected expenditures for salaries and benefits and provide other assistance upon request).

b. Compile all budgets into Joint Agreement Budget for approval at May meeting of Association Council. Revise Joint Agreement Budget for current fiscal year at the same time, if necessary.

c. Set up budget accounts and payroll, by account, for Treasurer.

d. Monitor accuracy of monthly financial statements and reports.

e. Assist with billing for contractual services and assessments.

f. Compute and mail tort information to district Superintendents.

g. Monitor and record accounts receivable.

h. Maintain accounting journal.

i. Voucher payments for bills. Monitor payments by Administrative District.

j. Maintain/distribute all necessary documentation associated with receipts and expenditures.

k. Prepare documents and assist auditors with annual audit and all ISBE audits.

l. Manage and report funds associated with the Sunshine Committee.

3. Grant Management

a. Prepare documents, spreadsheets and folders in anticipation of grant visits.

b. Review draft master and sub-grant applications for accuracy.

c. Submit master grant and sub-grants through IWAS, with cooperation of district Superintendents and Executive Director.

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- d. Voucher regular payments to districts based on sub-grants.
 - e. Verify and voucher district reimbursement for contractual expenses at the end of each fiscal year.
 - f. Summarize grant expenditures, district payments, carryover by district and by account for the cooperative.
 - g. Monitor payments, expenditures, cash-on-hand, and freezes from the FRIS web site.
 - h. Submit quarterly expenditure reports and final expenditure report in concert with Executive Director.
4. Human Relations
- a. Prepare contracts, new employee paperwork and orientation information for new employees.
 - b. Monitor and record absences and/or contractual time of Tri-County employees.
 - c. Maintain personnel files.
 - d. Understand and maintain records associated with implementing all aspects of Tri-County policies and procedures, including when applicable, the collective bargaining agreement.
 - e. Prepare annual salary and benefit notices for all employees.
 - f. Coordinate the implementation of all insurance plans and assist Tri-County personnel with their individual services.
 - g. Verify the accuracy of mileage claims and prepare monthly vouchers for mileage reimbursement.
 - h. Draft and disseminate approved Tri-County calendars.
 - i. Prepare annual contracts for applicable personnel.
 - j. Assist all personnel in understanding and implementing Tri-County Policies and Procedures.
5. Office Management

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- a. Collaborate with others to maintain technology used by Tri-County personnel.
 - b. Collaborate with other secretaries to identify office needs and coordinate office services.
 - c. Coordinate and make all equipment and supply purchases.
 - d. Coordinate necessary services with the vendors who provide those services (e.g., maintenance and repairs).
 - e. Maintain a safe, friendly and efficient work environment.
6. Other
- a. Provide back-up support, as needed, for Receptionists/Staff Secretaries and for Statistical Secretary.
 - b. Understand and follow Tri-County policies and procedures.
 - c. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Asst. Directors.
 - d. Other duties as directed.
7. Perform other duties as directed by the Executive Committee or Association Council.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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IX. School Psychologist

A. Location: Tri-County Special Education Association

B. Qualifications: School Psychologists will hold a Valid Type 73 School Service Personnel Certificate and a Masters, Specialist, or Doctoral Degree in Psychology or Educational Psychology, and will have completed at least one school year of full-time supervised experience in the delivery of school psychological services.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to the Tri-County Executive Director.

D. Supervises: Not applicable.

E. Evaluations: School Psychologists are evaluated by the Executive Director, the Assistant Director, or by a peer who holds a supervisory endorsement on his or her certificate. Evaluation occurs annually prior to tenure, bi-annually thereafter.

F. General Responsibilities

School Psychologists perform a comprehensive set of support services for students who have, are suspected of having, or who may develop disabilities that adversely impact school performance. Recognizing that, it is their mission to:

1. Work cooperatively with families, schools and communities.
2. Foster an educational climate that is conducive to the growth and development of all children, placing emphasis on prevention as well as remediation.
3. Address the social, emotional, academic and other educational needs of students whenever those needs interfere with student's ability to benefit from general or special education programs.

G. Essential Performance Duties and Responsibilities

1. Assist district personnel in developing, implementing and interpreting the results of school-wide, universal screening procedures. Universal screening procedures include any system for student assessment that results in valid comparisons of individuals to a relevant peer group.
2. Facilitate the use of universal screening data by district personnel for the

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purpose of identifying which students require (a) short-term consultation or individualized support; (b) targeted, supplemental instruction; (c) intensive intervention; or (d) referral for a comprehensive case study evaluation.

3. Participate as members of child-focused problem-solving teams, IEP teams and other building-based committees at the request of district administrators.
4. Consult and collaborate with parents, school personnel and outside agency personnel regarding academic, mental health, social or behavioral concerns associated with individual children. Consultation might include, as needed, analysis of intervention needs, functional behavioral assessment, behavior intervention planning, direct service to students paired with progress monitoring and reporting of results.
5. Assist district personnel in the development, implementation and monitoring of a range of student support services designed to address the school-related needs of students who are disabled or at-risk of disability.
6. Design, implement and coordinate comprehensive evaluations for the purposes of identifying which students have learning needs so severe as to require special education services and for recommending the nature and intensity of services needed in order to minimize the adverse effects of disabilities on school performance.
7. Involve both parents and related services personnel having specialized expertise in the areas of suspected disability in the evaluation planning process and collaborate with other personnel in conducting comprehensive case study evaluations based upon the use of multiple, developmentally appropriate assessment procedures or techniques. Psychologists assume primary responsibility for components relating to the assessment of cognitive abilities, academic performance, learning strengths, learning needs and processing skills. Psychologists share responsibility for other evaluation components, including but not limited to the assessment of social-emotional status, observation of classroom performance, observation of the learning environment, review of work products, learning strategy use, attention to task, child interview, parent interview, career or transition interests, adaptive behavior and determining the functional or communicative intent of behavior.
8. Prepare a written report of psychological assessment results, including a statement specifying whether or not the characteristics of each child are consistent with eligibility criteria, with special attention to detailing a rationale for eligibility or non-eligibility for students suspected of having a cognitive impairment. Reports will include reason for referral, current educational functioning, child interview, observations of the learning

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environment, behavioral observations, review of previous test results, indication of current evaluation instruments, report of current test results, discussion and recommendations.

9. Interpret psychological evaluation results to parents, school staff and others as needed.
10. Refer to appropriate personnel for further evaluation if, in the course of completing a psychological evaluation, difficulties are seen in other areas of development such as motor development or speech and language development.
11. Attend and participate in eligibility conferences, or IEP meetings convened for the purpose of determining eligibility for special education services. The psychologist will also make recommendations that lead IEP teams toward the development of effective educational interventions and individualized programming decisions.
12. Attend and participate in IEP conferences as necessary.
13. Maintain case records on all referred students.
14. Participate in activities designed to continue, enhance and improve professional training and skills and to help insure quality service provision.
15. Serve on committees, attend staff meetings, attend interagency meetings, and perform other duties as requested by the Executive Director.
16. Consult and collaborate with parents, school personnel and outside agency personnel regarding mental health, behavioral and educational concerns of general and special education students.
17. Provide skill enhancement activities such as in-service training, parent counseling and parent education to school personnel, parents and others in the community as needed.
18. Engage in individual or group counseling designed to enhance the mental health, behavior, social competency and/or academic status of children.
19. Participate in the peer consultation/mentoring process for the purpose of insuring effective staff performance.
20. Report suspected child abuse and neglect cases as required by state statute and district policy. Assist district personnel to understand their responsibility in this area.

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21. Maintain appropriate records of work activities.
22. Review and follow all Tri-County Policies and Procedures.
23. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.
24. Perform other duties as directed.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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X. School Social Worker

A. Location: Tri-County Special Education Association

B. Qualifications: School Social Workers will hold a valid Type 73 school service personnel certificate endorsed in School Social Work and a master's degree or higher in School Social Work from an accredited graduate school of social work and who has such additional qualifications as may be required by the Illinois State Board of Education.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Tri-County Executive Director

D. Supervises: Not applicable

E. Evaluation: School Social Workers are evaluated by the Executive Director, the Assistant Director, or by a peer who holds a supervisory endorsement on his or her certificate. Evaluation occurs annually prior to tenure, bi-annually thereafter.

F. General Responsibilities

School Social Workers provide a comprehensive set of School Social Work services (including evaluations as discussed below, recommendations or interventions regarding the placement of children in educational programs or special education classes) on behalf of students and families in Tri-County schools. The primary responsibilities of School Social Workers require assessment, intervention understanding and identification of resources for addressing the school-related social-emotional and behavioral needs of students and families. In addition, School Social Workers collaborate as needed with other educators in order to provide assessment and intervention services to students having all types of educational needs. School Social Workers work directly with students and families, but also work on behalf of students by providing collaborative problem solving and consultation services. School Social Workers incorporate the following principles into their work:

1. Work cooperatively with students, families, school personnel and community members.
2. Foster an educational climate that is conducive to the growth and development of all children, placing emphasis on prevention as well as remediation.

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3. Address the social, emotional and educational needs of students when those needs interfere with student's ability to benefit from the educational programs and services offered to them.

G. Essential Performance Duties and Responsibilities

1. Provide direct social work services when students are experiencing social, emotional or behavioral problems that have an adverse effect on their educational functioning. These services may include, but are not limited to, individual or group counseling, social skills training, parent-teacher consultations, functional behavioral analysis, behavior management planning, and wraparound planning.
2. Attend and participate in problem-solving conferences for students who are experiencing difficulties in school.
3. Lead and/or participate, as appropriate, in evaluation or re-evaluation planning meetings held for the purpose of planning comprehensive evaluation of students suspected of having a disability.
4. Collaborate with other personnel in conducting comprehensive case study evaluations to determine eligibility for special education based upon the use of multiple, developmentally appropriate assessment procedures or techniques. School Social Workers responsibilities include evaluation in the following areas: social-emotional history, adaptive behavior, assessment of the learning environment, parent interview, cultural assessment and educational history. School Social Workers share responsibility for other evaluation components, including but not limited to the assessment of current social-emotional status, observation of classroom performance, observation of the learning environment, review of work products, learning strategy use, attention to task, child interview, parent interview, career or transition interests, adaptive behavior and determining the functional or communicative intent of behavior. Actual evaluation components and assignments are determined at individual evaluation planning meetings (see #3 above).
5. Prepare a written report that may include reasons for referral, parent consultation, family background, cultural assessment, birth and development history, medical history, educational history, assessment of learning environment, classroom observation, student interview, teacher consultation, adaptive behavior assessment, and summary and recommendations. The report will address items listed on the parent consent for evaluation and evaluation planning forms. The report will integrate all information into a series of appropriate conclusions, recommendations and references to either reasons for referral or referral questions. Reports may be written separately,

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by discipline, or in tandem with the reports of other evaluators.

6. Interpret evaluation results to parents, school staff and others as needed.
7. Attend and participate in IEP meetings held for the purpose of determining entitlement and making other special education decisions (EDCs). Make recommendations at the conferences, leading to the development of effective educational interventions and programming decisions.
8. Attend and participate in IEP conferences, including final staffings prior to the termination of special education services. At these meetings, help plan or modify special education programs, goals and objectives, and develop transition plans for students leaving special education.
9. Make referrals to appropriate community resources when needed and serve as liaison between home, school and community services.
10. Report suspected child abuse and neglect cases as required by state statute and district policy. Assist district personnel to understand their responsibilities in this area.
11. Provide skill enhancement activities such as in-service training, parent counseling and parent education to school personnel, parents and others in the community as needed.
12. Make home visits and classroom observations as necessary.
13. Maintain appropriate records of work activities consistent with current Tri-County policies and procedures and prepare written reports as requested by the school district and Tri-County administration.
14. Participate in activities designed to continue, enhance and improve professional training and skills and help insure quality service provision.
15. Serve on committees, attend staff meetings, attend interagency meetings and perform other duties as requested by the director.
16. Consult and collaborate with parents, school personnel and outside agency personnel regarding mental health, behavioral and educational concerns of general and special education students.
17. Participate in peer consultation/mentoring process for the purpose of insuring effective staff performance.
18. Maintain case records on all referred students.

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19. Review and follow all policies and procedures of Tri-County Special Education Association.
20. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director or Assistant Directors.
21. Perform other duties as directed by the Executive Committee or Association Council.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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XI. Speech-Language Pathologist

A. Location: Tri-County Special Education Association and Districts Contracting for Speech-Language Services

B. Qualifications:

The Speech-Language Pathologist will hold a Type 73 (School Service Personnel) certificate or a Type 10 (Special Education) teaching certificate or a combination of Types 03 (Elementary Education) and 09 (Secondary Education) teaching certificates, all having a Speech-Language endorsement.

A Certificate of Clinical Competence issued by ASHA is not required, but is preferred. The Speech-Language Pathologist may work toward completion of the Clinical Fellowship Year while employed as a first year SLP for Tri-County Special Education Association.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Tri-County Special Education Association Executive Director or designee. In addition, Speech-Language Pathologists report to administrators in assigned districts in the same manner expected of special education personnel who are employed by those districts.

D. Supervises: Not applicable.

E. Evaluation: Speech-Language Pathologists are evaluated by the SLP Supervisor or Executive Director. Evaluation occurs annually prior to tenure, bi-annually thereafter.

F. General Responsibilities

Speech-Language Pathologists provide a comprehensive set of services on behalf of students who have, are suspected of having, or may develop speech-language impairments. Speech-Language Pathologists are employed by Tri-County for the purpose of working with students and families in the districts that contract for the service. It is through the contracting of Speech-Language Services that Tri-County can assist member districts to maintain adequate levels of services for meeting the needs of their students. Speech-Language Pathologists collaborate with other educators and are supported by Tri-County's SLP Supervisor.

G. Essential Performance Duties and Responsibilities

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1. Identify and evaluate students with speech and language impairments.
2. Provide a comprehensive set of speech and language services on behalf of students who have, are suspected of having, or may develop speech-language impairments.
3. Participate in the determination of eligibility for special education or related services in the area of speech and language impairment.
4. Participate in parent-teacher conferences.
5. Prepare in advance and participate in all relevant evaluation planning (i.e., domain) and IEP meetings.
6. Develop and implement IEPs for all students eligible for special education or related services in the area of speech and language impairment.
7. Complete required documentation and reports for districts and Tri-County Special Education Association, using Tri-County's electronic database (i.e., KIDS).
8. Provide in-service programs to parents, teachers, students, administrators, and other professionals, as needed.
9. Participate on child-focused problem-solving teams.
10. Provide preventative information and consultation services to parents and teachers.
11. Provide supervision for a school internship or Clinical Fellowship year, upon request.
12. Complete a progress report for each student, following the schedule indicated on the IEP.
13. Co-teach social skills/pragmatic language groups with a school social worker or school psychologist as appropriate for student needs.
14. Complete all necessary paperwork at Tri-County Special Education or district request, including but not limited to, forms pertaining class enrollment and schedules.
15. Develop and produce a variety of visual supports in order to meet student needs.

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16. Facilitate curriculum and instructional modifications.
17. Participate in continuing professional education (professional workshops; Tri-County sponsored professional development).
18. Conduct an annual review for each speech/language student.
19. Consult with appropriate agencies involved with a student, as needed (HILIA, ENT, dysphasia team, augmentative communication providers).
20. Program and maintain augmentative communication devices.
21. Order appropriate speech/language materials and tests.
22. Participate in district workshops and meetings as district policy indicates.
23. Assume such other duties as directed by administration from each assigned district and the Executive Director of Tri-County Special Education Association.
24. Review and follow the Policies and Procedures of Tri-County Special Education Association and assigned districts.
25. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director, District Superintendent or SLP Supervisor.
26. Perform other duties as directed by the Executive Committee or Association Council.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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XII. Occupational and Physical Therapists

A. Location: Tri-County Special Education Association, Member Districts, and other Districts that contract for occupational and physical therapy services.

B. Qualifications:

Therapists shall hold an Illinois license valid for the provision of occupational or physical therapy services. Occupational and Physical Therapists are employed solely as independent contractors and are required to submit annual documentation of professional liability insurance coverage to the Executive Director or the Executive Director's Secretary.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Tri-County Executive Director.

D. Supervises: Therapy Assistants employed by Tri-County Special Education Association.

E. Evaluation: Occupational and Physical Therapists are evaluated by the Executive Director as necessary to maintain the high quality therapy services.

F. General Responsibilities

Occupational Therapy services are designed to help students overcome medically-related limitations that impact school performance. Physical Therapy services are necessary to help students develop the physical skills needed to safely and effectively participate in school activities. Therapists provide numerous school-based services: consultation, screening, collaborative problem-solving, evaluation, program planning, supervision, therapy, technical assistance and professional development. Therapists participate in child-focused problem-solving meetings, evaluation planning meetings and IEP meetings. Therapists sometimes provide direct services to children, but most frequently, they plan and supervise the services provided by an assistant or an intern. In addition, therapists regularly communicate with the adults who work with the children on their caseloads, teaching them about skill development and reporting student progress through a combination of verbal consultation, written reports, ongoing technical assistance and professional development. In conjunction with the Executive Director, therapists oversee all aspects of school-based therapy services, insuring that services meet the school-related needs of Tri-County students, are consistent with professional standards and are consistent with state guidelines for school-based therapy. Therapy services

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often address one or more of the following skill areas needed for safe and effective participation in school activities: sensory awareness, processing and regulation; gross and fine motor; and adaptive behavior or daily living skills. Service delivery models might include

1. Observation, consultation and collaborative problem-solving, in conjunction with educators, parents and related services providers;
2. Therapy services provided directly to one student or up to four students at a time, depending upon the nature of the goals and considering the individual needs of students. Therapy services may be integrated into classroom activities or delivered in a separate location in the school or community.

G. Essential Performance Duties and Responsibilities

1. Organization and Procedural Oversight of Therapy Services
 - a. Request, review and maintain annual prescriptions for students who receive therapy services.
 - b. Submit current caseload information to the Executive Director at the beginning of each semester and submit projections at the end of each school year. At the same time, update the therapy service fields of the student database (KIDS).
 - c. Assign districts and caseloads to therapy assistants. Schedule own caseload and review schedules of therapy assistants.
 - d. Orient therapy assistants to expectations at the beginning of each school year, with the Executive Director and Director's Secretary.
 - e. Submit anticipated and actual weekly schedules to Director's Secretary; monitor contractual time with the Director's Secretary.
 - f. Submit supply needs to the Director's Secretary.
 - g. Track the location and use of therapy equipment and supplies in districts; return items to the Tri-County office when they are not being used by students. Items should be catalogued and stored in Tri-County storage areas over the summer.
 - h. Organize copies of student IEPs for review by treating therapists and/or assistants.
 - i. Complete necessary paperwork and reports required by Tri-County

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Special Education and district administrators.

2. Consultation and Collaborative Problem Solving
 - a. Participate in building-based, problem-solving meetings when the expertise of a therapist is needed.
 - b. Observe students in the school setting to offer suggestions for intervention or an opinion about referral.
 - c. Review student data and offer suggestions for intervention or about referral.
 - d. Consult with individual teachers as required by students' IEPs.
 - e. Work toward the accomplishment of team goals on students' IEPs whenever possible, toward separate therapy goals when necessary.
 - f. Involve appropriate school personnel and parents in the delivery of therapy services, including services designed to encourage and document student use of skills in natural settings.
 - g. Report student progress toward goals, strengths and concerns to teachers and parents on a regular basis.
 - h. Act as liaison between medical and educational system, reporting aspects of the student's physical condition that relate to therapy.
 - i. Provide consultation to parents, as appropriate, concerning a home exercise program.
 - j. Schedule therapy times in conjunction with teachers and notify school personnel of schedule changes throughout the year.

3. Evaluation and IEP Planning
 - a. Participate in evaluation and re-evaluation planning meetings, as needed.
 - b. Conduct evaluations of individual students and provide a written report of results and recommendations to the IEP team.
 - c. Report evaluation results to the IEP team and write present levels of performance, IEP goals and objectives or benchmarks, and as

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applicable, accommodations or modifications, assistive technology needs and other relevant information into each student's IEP.

- d. Prepare for, attend and participate in IEP meetings for students on the caseload, submitting a written report for review and discussion at IEP meetings when therapy evaluations and/or services will be discussed.
- e. Summarize and report student progress toward IEP goals in accordance with each student's IEP. Prepare progress reports on the student database (KIDS).

4. Therapy and the Supervision of Therapy Services

- a. Provide therapy services to students.
- b. Review annual prescriptions for students who receive OT services.
- c. Design or approve therapeutic interventions and service delivery models that will assist students in achieving IEP goals and objectives or benchmarks.
- d. Keep and review progress notes to determine whether or not a change in therapeutic intervention is warranted.
- e. Recommend equipment and assistive technology in accordance with HILIA guidelines and assist in its procurement.
- f. Write annual therapy report for each student.
- g. Evaluate the effectiveness of therapy services and assist the Executive Director in completing professional evaluations of therapy personnel upon request.

5. Professional Development

- a. Design, propose and deliver professional development activities for teachers, other therapists/assistants, family members and others. Professional development activities are designed for the purposes of a) prevention or early intervention with skill deficits commonly exhibited by students or b) reinforcement and generalization of skills being taught to individual students through therapy.

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- b. Attend and participate in appropriate professional development activities for the purposes of maintaining one's own license and strengthening one's own therapeutic skills.
 - c. Provide technical assistance or advice to colleagues as needed to facilitate the provision of highly effective therapy services.
- 6. Review and follow the policies and procedures of Tri-County Special Education Association.
 - 7. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director.
 - 8. Perform other duties as directed.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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XIII. Occupational and Physical Therapy Assistants

A. Location: Tri-County Special Education Association, Member Districts, and other Districts that contract for occupational and physical therapy services.

B. Qualifications:

Certified Occupational Therapy Assistants and Physical Therapy Assistants shall hold an Illinois license valid for the provision of occupational or physical therapy assistant services. Therapy Assistants shall hold a minimum of an Associate's Degree from an approved program.

Required Knowledge, Skills, or Abilities: Must have valid driver's license and access to a reliable, insured vehicle to drive between service provision locations in various member districts.

C. Reports to Supervising Therapists and Tri-County's Executive Director

D. Supervises: Not applicable

E. Evaluation: Therapy Assistants are evaluated by the Executive Director, or designee, as necessary to maintain high quality therapy services. Ongoing supervision and evaluation occur by the supervising therapist assigned to each Therapy Assistant.

F. General Responsibilities

Duties shall be performed consistent with the *Illinois Occupational Therapy Practice Act* and the *Illinois Physical Therapy Act*. Occupational Therapy services are designed to help students overcome medically-related limitations that impact school performance. Physical Therapy services are necessary to help students develop the physical skills needed to safely and effectively participate in school activities. Therapy Assistants work under the supervision of licensed therapists to assist in implementing the therapy treatment program as established by the licensed occupational and physical therapists. Their primary roles are to provide direct services to students, to collect data regarding student performance, and to keep progress notes for review by supervising therapists. Therapy Assistants may also participate in collaborative problem-solving in the buildings they serve and may be asked to assist supervising therapists with program planning, organizing paperwork, providing technical assistance and delivering professional development. In addition, therapy assistants regularly communicate with teachers and parents about the activities attempted or completed during therapy and may assist teachers with integrating therapeutic activities into classroom activities. Therapy services may be provided directly to one student or up to four students at a time, depending upon the

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nature of the goals and considering the individual needs of students.

G. Essential Performance Duties and Responsibilities

1. Implement Procedural Requirements Associated with Therapy Services

- a. Review and organize annual prescriptions and IEPs for students who receive therapy services.
- b. Update the therapy service fields of the student database (KIDS) to reflect current IEPs.
- c. Schedule own caseloads with teachers and notify teachers when it is necessary to reschedule.
- d. Submit anticipated and actual weekly schedules to Director's Secretary; monitor contractual time with the Director's Secretary.
- e. Track the location and use of therapy equipment and supplies in districts; return items to the Tri-County office when they are not being used by students. Items should be catalogued and stored at Tri-County over the summer.
- f. Complete necessary paperwork and reports required by Tri-County Special Education and district administrators.

2. Consultation and Collaborative Problem Solving

- a. Participate in building-based, problem-solving meetings when the expertise of a therapy assistant is needed.
- b. Review student data and implement approved interventions with students.
- c. Report therapy methods and outcomes to teachers, supervising therapists, and parents as allowed by professional standards.
- d. Training parents, teachers, and other educational staff in home/classroom programs in which the assistant has been trained.
- e. Involve, as appropriate, other adults who work with students receiving therapy in the delivery of services or in the provision of supplemental services designed to reinforce, generalize or document student performance in natural settings.

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3. Review IEPs in order to understand present levels of performance, goals and objectives or benchmarks, and as applicable, accommodations or modifications, assistive technology needs and other relevant information into each student's IEP.
4. Therapy and Working with Supervising Therapists
 - a. Review annual prescriptions and IEPs for students who receive therapy services.
 - b. Assist, instruct and motivate students in ways that support learning and improve functional skills, such as transfers, mobility, hand to mouth feeding movements (when medically determined that the student does not have a swallow disorder), ADLs, writing, cutting, and other fine motor skills pertinent to the school environment.
 - c. Suggest and seek therapist approval for therapeutic interventions and service delivery models that will assist students in achieving IEP goals and objectives or benchmarks.
 - d. Keep and review progress notes with therapist to determine whether or not a change in therapeutic intervention is warranted.
 - e. Ask supervising therapist for advice or technical assistance when necessary; participate in all supervision sessions requested by therapist.
 - f. Recommend to therapist ideas for equipment and assistive technology needs and assist the therapist in its procurement.
 - g. Assist therapist with fitting or programming adaptive equipment or devices for use by individual students.
 - h. Assist therapist with evaluating the effectiveness of therapy services and of participate in required professional evaluations.
5. Professional Development
 - a. Design, propose and deliver professional development activities for teachers, other therapists/assistants, family members and others. Professional development activities are designed for the purposes of prevention of or early intervention with skill deficits commonly exhibited by students or reinforcement and generalization of skills being taught to students through therapy.

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- b. Attend and participate in appropriate professional development activities for the purposes of maintaining one's own license and strengthening one's own therapeutic skills.
 - c. Provide technical assistance to colleagues within the scope of professional standards and as needed to facilitate the provision of highly effective therapy services.
6. Review and follow the policies and procedures of Tri-County Special Education Association.
 7. Report incidents of suspected fraud or concerns about grossly inappropriate behavior to the Executive Director.
 8. Perform other duties as directed.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and Executive Committee policy and procedures. Essential and marginal job functions are subject to modification.

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