

Director – Special Education

Job Summary

Under the supervision and direction of the SELPA/Special Education Executive Director, works to ensure the educational success of students with special needs of assigned programs by working with school staff, parents, school districts, service providers, and students to ensure effective and appropriate programming to meet the academic, social and emotional needs of each student. The Director shall possess specialized knowledge and experience in serving a variety of students with disabilities and shall maintain high student achievement by providing curriculum and instructional leadership, which is accomplished by maintaining overall school site/program operations.

The Director plans, organizes and provides instructional and administrative leadership to staff and students; directs implementation of instructional programs and related services; determines appropriate classroom placement for Moderate/Severe SDC students; coordinates county and state preschool programs; maintains management information; coordinates, supervises and monitors related services and related service providers; coordinates with district, the county office, community agencies, parents and the public; supervises and evaluates certificated and classified personnel.

Essential Functions and Responsibilities

1. Plans, organizes, provides, implements, modifies, monitors and evaluates instructional programs and the development of special education curriculum to meet the various student goals and program objectives.
2. Compiles and analyzes data from a variety of sources for the purpose of evaluating curriculum and/or services, implementing programs and/or services and complying with financial, legal and administrative requirements.
3. Provides ongoing consultation, guidance and training on the use of new and innovative methods, strategies, and materials which enhance the education progress of special education students;
4. Consult with teachers, administrators, local districts, service providers and parents regarding the operational aspects of special education programs.
5. Coordinates and monitors county and state preschool programs.
6. Coordinates and monitors moderate/severe special day class programs.
7. Plans, organizes, schedules, and monitors related special education services to include but not limited to; Speech and Language Therapy, Occupational Therapy, Physical Therapy, Deaf and Hard of Hearing Services, Specialized Vision Services, Orientation & Mobility and Adapted Physical Education.
8. Plans, organizes and schedules and supervises Extended School Year programs in collaboration with the Director of Alternative Special Education
9. Manages short-term, ongoing and long-term instructional programs for students across various classrooms and sites; assures compliance, safety and instructional quality.
10. Reviews, implements and participates in the development of Individual Education Plans (IEP's) for students who qualify for special education.
11. Plans, develops and coordinates special education services for students with teachers and related service providers.
12. Monitors and assures the proper implementation of Individual Educational Plans (IEPs) and Specialized Physical Health Care (SPHC) procedures; works with staff to determine and secure specific services to be provided according to the individual

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- needs of students as described in the IEP; participates in periodic monitoring and/or facilitation of IEPs.
13. Assists in the formulation, development and implementation of policies and procedures.
 14. Evaluates the performance of certificated and classified staff; evaluates the performance of related service providers; coordinates with human resources for recruitment and selection of employees; recommends employee transfers, reassignments, terminations and disciplinary actions; designs and participates in staff development and training.
 15. Completes and submits required forms including, but not limited to: timesheets, substitute staff requests, ROAs, and expenditure requests within identified timelines.
 16. Determines methods of handling inappropriate or unsafe student behaviors and disciplinary actions; assures appropriate and legally mandated instruction of students;
 17. Manages referrals in coordination with multiple school districts for incoming and transitioning students; and provides coordination for inclusion and collaboration with general education for students with disabilities.
 18. Addresses and resolves parents' concerns regarding their students' education; responds directly or facilitates staff responses to parental inquiries, concerns and complaints; investigates complaints or concerns from parents or staff.
 19. Serves as a liaison and networks with a variety of stakeholders, including but not limited to, parents, staff, districts, community agencies, and other county educational offices.
 20. Collaborates with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information.
 21. Establishes and maintains cooperative working relationships with school districts, agencies, parents and the community.
 22. Attends appropriate school district, community or outside agency meetings and trainings as required.
 23. Maintains, analyzes and reviews comprehensive student assessment systems and data to evaluate effectiveness of program and assess student progress.
 24. Prepares and maintains a variety of narrative and statistical reports, records and files.
 25. Communicates with districts, parents and staff regarding special education programs.
 26. Conducts monthly staff meetings.
 27. Operates a computer and assigned software programs; operates other office equipment; and drives a vehicle to conduct work.
 28. Other duties as assigned.

Note: The list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

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Desirable Qualifications

Knowledge of:

- Planning, organization, coordination and implementation of special education programs;
- Best practices and teaching theories related to special education and child development;
- Appropriate programs for the full range of students with special needs including autism, emotional deficits, behavior interventions, orthopedic impairments, vision impairments, deaf and hard of hearing, intellectual disabilities, etcetera. Majority of students fall in the range of moderate to severe population;
- Curriculum and program development, evaluation and implementation;
- Effective classroom instruction and management;
- Effective leadership strategies to build and maintain an inclusive team focused on student achievement;
- Principles and practices of administration, supervision and training;
- Professional development programs and techniques;
- Budget preparation and control;
- Interpersonal skills using tact, patience and courtesy;
- Applicable laws, codes, regulations, policies and procedures;
- Operation of a computer and assigned software.

Ability to:

- Coordinate, plan and provide instructional and administrative leadership to the staff and students;
- Direct implementation of instructional programs;
- Analyze situations accurately and adopt an effective course of action;
- Effectively lead a team toward common goals;
- Effectively plan and prioritize work;
- Interpret, apply and explain laws, rules, regulations, policies and procedures;
- Learn County office organization, operations, policies and objectives;
- Prepare and administer program budget, contracts for personnel services and other agreements;
- Serve as a liaison with districts, county offices, community agencies, parents and the public;
- Select, supervise and evaluate certificated and classified personnel;
- Establish and maintain cooperative and effective working relationships with others;
- Communicate effectively both orally and in writing;
- Maintain records and prepare comprehensive narrative and statistical reports;
- Work independently with little direction;
- Operate standard office equipment including a computer and assigned software;
- Travel locally to district sites to visit staff and classrooms using own transportation;
- Attend and/or conduct meetings and trainings; and travel to appropriate conferences and workshops when necessary.

Working Conditions

Environment:

- Indoor office work environment
- May require frequent interruptions
- Driving a vehicle to conduct work

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Physical Demands:

- Mental acuity to perform these tasks, to make sound decisions and judgments in the sphere of assigned duties and to make determinations relative to the effective performance of the tasks.
- Facility and stamina to sit and stand for extended periods of time.
- Facility to see and read printed materials, with or without vision aids.
- Facility to hear and understand speech on the telephone, at normal room levels, and in workshop and training sessions.
- Facility to speak in audible tones so that others may understand clearly in normal conversation in person, on the telephone and presenting at workshops and trainings.
- Manual dexterity to operate a telephone, computer, copier, calculator and other commonly used office equipment.
- Physical strength and agility to push, pull and lift any object weighing up to 25 pounds and carry any object weighing up to 15 pounds
- Facility to drive a vehicle

Education and Experience

- A valid California Administrative Services Credential
- A valid California Special Education Credential or Pupil Personnel Services Credential
- At least two (2) years of experience working with pre-K through grade 12 exceptional needs youth
- Two (2) years of experience as a school administrator (desired)

OTHER REQUIREMENTS: These requirements must be met prior to beginning employment and will be requested upon job offer acceptance.

Must provide proof of eligibility to work in the United States

Must possess a valid California Driver's License

Must provide proof of automobile insurance coverage

Fingerprint and Background clearance

Valid Tuberculosis (TB) clearance

FLSA Status: Exempt

Employee Group: Management

Work Days and Pay Range: Level VI of the Certificated Administrative Salary Schedule, 212 days.