

**RIVER DELTA UNIFIED SCHOOL DISTRICT  
SPECIAL EDUCATION DIRECTOR**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

**DEFINITION**

To plan, direct manage, coordinate and implement special education programs, including school health programs; to write grant proposals; and to perform a variety of related duties as assigned.

**SUPERVISION RECEIVED AND EXERCISED**

Receives general direction from the Superintendent.

Exercised direct supervision over classified and certified staff.

**ESSENTIAL AND MARGINAL FUNCTION STATEMENTS** -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

**Essential Functions:**

1. Plan, direct, coordinate and implement special education programs in the District, including school health programs; direct the implementation of special education curriculum.
2. Manage and participate in the development and implementation of goals, objectives, policies and priorities for special education programs; recommend and administer policies and procedures.
3. Monitor and evaluate special education activities, methods and procedures; recommend within district policy, appropriate service and staffing levels.
4. Plan, direct, coordinate, and review, the work plan for special education programs; assign work activities, projects and programs; review and evaluate work methods and procedures; meet with staff to identify and resolve problems.
5. Select, train, motivate and evaluate special education personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
6. Participate in the administration of the special education program budget; monitor expenditures; implement adjustments.
7. Research and write proposals; prepare budgets for funded programs; monitor expenditures; process purchase orders and requisitions.
8. Assist in the identification, assessment and resolution of special student problems; participates in IEP meetings.
9. Represent the district at county, state and national meetings, conferences, hearings and other related external special education activities.
10. Serve as liaison for the District regarding special education programs; respond to and resolve sensitive and controversial issues.
11. Work with consultants and social workers; ensure student needs are being met; recommend corrective actions as necessary.
12. Monitor and evaluate programs; maintain records and develop reports concerning new or ongoing programs and program effectiveness; prepare statistical reports as required.

13. Respond to and resolve difficult and sensitive inquiries and complaints from parents and the general community.
14. Maintain awareness of new developments related to special intervention programs; incorporate new developments as appropriate into district programs.
15. Perform related duties and responsibilities as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

Management skills to analyze programs, policies and operational needs.  
Principles, and practices of program development and administration.  
Grant writing techniques.  
Principles of supervision, training and performance evaluation.  
Pertinent federal, state, and local laws, codes, and regulations.  
Recent developments, current literature and information related to special intervention programs.

### **Ability to:**

Manage, direct, and coordinate the work of lower-level staff.  
Select, supervise, train, and evaluate staff.  
Oversee and direct the operations and activities of special education programming  
Recommend and implement goals and objectives for providing various intervention programs and activities.  
Interpret and explain District policies and procedures.  
Prepare, administer and monitor program budgets.  
Allocate limited resources in a cost-effective manner.  
Communicate clearly and concisely, both orally and in writing.  
Maintain physical condition appropriate to the performance of assigned duties and responsibilities.  
Maintain effective audio-visual discrimination and perception needed for successful job performance.  
Maintain effective mental capacity which allows for effective interaction and communication with others.

## **EXPERIENCE AND TRAINING GUIDELINES**

*Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

### **Experience:**

Four years of responsible administrative experience involving grant writing and program development, including experience working with students with special needs.

### **Training:**

A Bachelor's degree from an accredited college or university with major course work in education, psychology, sociology, or a related field. A Master's degree is desirable.

### **License or Credential:**

Possession of a Pupil Personnel Services Credential, School Psychologist Authorization, or the appropriate administrative credential, issued by the state of California.

## **WORK CONDITIONS:**

### **Environmental Conditions:**

Office/School environment.

### **Physical Conditions:**

Essential and marginal functions may require maintaining a physical condition necessary of sitting prolonged periods of time.