

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

*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; grant proposals; and a variety of related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Superintendent or designee.

Exercises or designates direct supervision over certificated and classified 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; Special Education Local Plan Area (SELPA) function in accordance with applicable laws and regulations.
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 assigned 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 grant 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; participate in I.E.P. 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 required.

Marginal Functions:

1. Perform related duties and responsibilities as required.

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 evaluations
- 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 assigned personnel
- Select, supervise, train, and evaluate assigned personnel
- 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 mental capacity, which allows for effective interaction and communication with others
- Operate a computer, software and applications, and assigned office equipment

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying.

Experience:

- Four years of responsible experience in a Special Education classroom
- At least two years experience in an administrative capacity

Training:

- Bachelor's Degree from an accredited college or university with major course work in education, psychology, sociology, or a related field
- Master's degree preferred

LICENSE OR CREDENTIAL

- Possession of a Special Education Credential issued by the State of California
- Possession of an Administrative Credential issued by the State of California
- Possession of a valid California Driver's License

WORKING CONDITIONS

Environmental Conditions:

- Office environment (work on a computer)
- School Site environment

Physical Conditions (with or without aids):

- Essential and marginal functions may require maintaining physical condition necessary for sustained posture in a seated and in a standing position for prolonged periods of time
- Hearing and speaking to exchange information and make presentations
- Seeing to read a variety of financial and statistical records and reports
- Dexterity to operate a computer keyboard.

Hazards:

- Contact with dissatisfied and abusive individuals.

Other Characteristics:

- Willing to work additional hours
- Willing to travel locally

PERSONAL SKILLS AND QUALITIES:

- High standards of ethics, integrity, and personal conduct
- Reputation for open-mindedness, genuine interest in people, sensitive to the needs of others
- High-level skills in verbal and written communications
- High-level skills in problem solving
- High-level interpersonal skills, including excellent conflict resolution abilities, spirited capacity to listen and learn, tact, patience, and courtesy
- Possess a sense of humor and enthusiasm

JOB PROFILE:

Annual Contract (July 1-June 30) 224 days
Salary Range (Administrator Salary Schedule Class II
\$400 mileage per month