

# CHARIHO REGIONAL SCHOOL DISTRICT

## Job Description



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<b>Position Title</b>	Director of Special Education
<b>Reports To</b>	Superintendent
<b>Level/Grade</b>	Pre-K through Grade 12
<b>Type of position:</b>	<input checked="" type="checkbox"/> 12 Month <input type="checkbox"/> 10 Month <input type="checkbox"/> Contractor <input type="checkbox"/> Extra Curricular

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*The Director of Special Education is responsible to the Superintendent of Schools and is charged with the overall responsibility of the management, administration, supervision and coordination of the special education department; its policies and procedures applicable to eligible students under the jurisdiction of the district. The Director of Special Education, with the assistance of the Assistant Director of Special Education, shall administer all related programs so as to promote the educational development of each eligible student in the manner which supports (1) inclusive educational systems, (2) educational program accountability, (3) quality education with appropriate support services and (4) fiscal accountability.*

### Qualifications

- Master's Degree, five years of teaching experience, and previous administrative experience preferred.
- Hold or be eligible for Director of Special Education certification.
- Knowledge of litigation, hearing, mediation, and court issues associated with Special Education
- Knowledge of IDEA case law, P1 89-313, RI Regulations for Disabled, Pre-school/Child Find/Early Intervention requirements

### Essential Duties and Responsibilities (*other duties may be assigned*)

The Director of Special Education oversees and provides for the direct **supervision** and **management** of:

- Special education evaluative procedures and associated data management.
- Child Find and Transition procedures.
- PL 89-313, Preschool and Early Intervention projects.
- Analyze individual student and programmatic data; make adjustments as appropriate.
- District Section 504 management.
- Building RtI process.
- Elementary and secondary building-based MDT processes (including supervision of record management process).
- Provide consulting service to building administration regarding cooperative responsibilities of program, service and supervision.
- Budget preparation; assisting accounting procedures and expenditure control.
- Provide building administrators with input (as appropriate) in the evaluation of special education personnel.
- Provide building administrators with input (as appropriate) in the recruitment and screening of certified and support personnel.
- Interpret special education programs as community liaison.
- Implementing required reports, formats and time lines.
- Facilitating student required evaluation schedules.
- Assist the transportation company in the coordination of special education transportation as a component of IEP requirements.
- Prepare, on behalf of the district, the information needed in a court of law or formal due process procedure to support the district's position as it relates to special education. Provide cooperative, representative services with the district's legal counsel in such matters.
- Facilitate LAC activities.

- Represent the district among regional and state agency boards, professional organizations and committees applicable to special education issues.
- Serve as the primary district representative with the Rhode Island Department of Education relative to special education matters.
- Other special education department related duties as may be assigned by the Superintendent of Schools.

### **Supervises**

Special Education Staff

### **Skills Required**

- Demonstrated record of achievement and leadership among state/regional professional organizations.
- Demonstrated successful experience with and practical judicial knowledge of litigation, hearing, mediation and court issues associated with special education.
- Demonstrated knowledge of IDEA case law, P1 89-313, RI Regulations for Disabled, Pre-school/Child Find/Early Intervention requirements and major Case Law associated.
- Demonstrated successful experience with grant/budget preparation.
- Demonstrated successful experience in the design, preparation and presentation of in-service training programs for parents and staff.
- Demonstrated successful and significant experience with adult/staff counseling.
- Demonstrated successful and significant experience with group process, communication and leadership skill applicable to conflict resolution, public speaking and liaison activities.
- Demonstrated successful experience with inter-departmental and inter-agency function (local and state levels).
- Experiential base of staff supervision and evaluation processes.
- Demonstrated successful experience coordinating and chairing MDT, IEP and STAFFING teams within (both) public and private facilities.
- Strong organizational, communication and mediation skills; analytical in perspective, detail processing, research and case law oriented, humanistic approach, cooperative team management style and an inclusive philosophy of special education (encompassing inter-department perspectives).
- Ability to read, analyze, and interpret general business correspondence and governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, staff, parents, and the general public.
- Ability to calculate figures and amounts.
- Ability to utilize current technology for communication, data analysis, and access to research.
- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and school committee policies.

### **Physical Demands**

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. Specific vision ability required by this job includes close vision and distance vision. Frequently, driving is required to meet the demands of this job. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints and

interact with the public and with other workers. The position may require the employee to work irregular or extended hours, direct responsibility for the safety, well being, or work output of other people, and meet multiple demands from several people.

### **Work Environment**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in this environment may be loud, depending upon the activity in the particular part of the day and location.

### **Education Requirements**

Masters' Degree

### **Terms of Employment**

Work year, salary, and benefits established by the School Committee.

**Creation Date:** 6/20/2008

**Revised Date:** 8/1/2014

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*