



Director of Special Education

Purpose Statement

The job of Director of Special Education is done for the purpose/s of planning, implementing, directing and maintaining the District's Special Education programs and services for students with disabilities from age 3 through 21 years of age; serving as a resource to parents, school personnel, administrators, the Superintendent and the Board of Education; maintaining appropriate Special Education staffing to ensure that program and service goals are achieved within budget; and ensuring compliance with all Federal, State, and Local laws, rules and regulations. This position includes the managing of Medicaid services provided to students with disabilities and all regulations and laws that pertain to these services.

This job reports to Superintendent

Essential Functions

- Administers all Special Education and Medicaid programs for the purpose of ensuring compliance with Federal, State and Local laws, policies and procedures for services to students with disabilities.
- Assists with personnel functions (e.g. recruitment, hiring, evaluation, etc.) for the purpose of maintaining adequate highly qualified staffing and ensuring that objectives of Special Education programs are accomplished.
- Assists building administrators with evaluation and discipline of special education staff for the purpose of providing support and ensuring compliance with Federal, State and Local policies regarding due process rights and services to special education students.
- Collaborates with a wide variety of internal and external groups (e.g. department heads, auditors, community organizations, regulatory agencies, etc.) for the purpose of implementing program components; creating long and short-term plans; and addressing organizational objectives.
- Compiles data from internal and external sources for the purpose of analyzing issues, ensuring compliance with policies and procedures, and/or monitoring program components.
- Coordinates the supervision of district-wide Special Education personnel (e.g. Special Education Coordinators, speech therapists, school psychologists, occupational therapists, physical therapists, vision therapists, adapted technology specialists, etc.) for the purpose of carrying out objectives within areas of responsibility to meet the unique needs of students with disabilities.
- Coordinates the preparation of documentation (e.g. grants, contracts, requisitions, District/State/Federal reports, correspondence, etc.) for the purpose of providing written support and/or conveying information.
- Develops an atmosphere of respect, interest and enthusiasm within the Special Education Department for the purpose of maximizing services to students with disabilities.
- Develops a wide variety of documents and presentation materials, independently and/or through delegation to other personnel (e.g. plans, proposals, policies, budgets, grant opportunities, procedures, forms, etc.) for the purpose of implementing and maintaining services and/or programs.
- Develops long and short-range plans/programs and annual budget forecasts for the purpose of ensuring that the district resources are effectively utilized in compliance with Federal, State, and Local requirements.
- Manages and accounts for all Special Education and Medicaid budgets (e.g. Local, State and Federal, etc.) for the purpose of ensuring that funds are expended appropriate and in compliance with Federal, State, and Local legal requirements.

- Monitors district-wide and school site-based special education programs and/or projects (e.g. curriculum development, delivery alternatives, discipline, etc.) for the purpose of carrying out and achieving District objectives.
- Participates as a member or facilitator in meetings, workshops and seminars that frequently involve a range of issues (e.g. students with disabilities, due process hearings, goal attainment, problem resolution, personnel and staffing, and compliance, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the District.
- Presents information on a wide variety of Special Education topics for the purpose of conveying information, gaining feedback and/or making recommendations regarding district Special Education services.
- Promotes child find in all schools within the community as outlined for the purpose of providing optimum services to students with disabilities and for ensuring compliance with the Individuals with Disabilities Education Act.
- Researches a wide variety of topics related to Special Education law for the purpose of ensuring compliance with regulatory requirements and established guidelines; securing information for planning; and/or responding to requests.
- Responds to a wide variety of inquiries from internal and external sources for the purpose of identifying relevant issues and recommending or implementing action plans.
- Serves as District liaison to other agencies within the local area (e.g. Utah County, Utah State, Utah Department of Education, Medicaid, etc.) for the purpose of maximizing and coordination services to students with disabilities.
- Serves as an advocate for students with disabilities for the purpose of ensuring student access to equal and appropriate educational opportunities.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; and training, developing and supervising staff.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles; pertinent codes, policies, regulations and/or laws; education code; theory of collective bargaining and contract administration; and compensation theory; personnel administration practices.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; dealing with frequent and sustained interruptions; developing and maintaining positive working relationships; facilitating communication between persons with divergent positions; implementing change; maintaining confidentiality; meeting deadlines and schedules; providing direction and leadership; and setting priorities.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required.

Education: Masters degree in job-related area.

Equivalency: At least three years in educational administration or job related experience.

Required Testing:

Certificates and Licenses

Administrators Credential
State of Utah Teaching License

Continuing Educ. / Training:

Maintains Certificates and/or Licenses
Continuing Education Requirements

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

Lane 1