



Asst. Director of Special Ed.

Purpose Statement

The job of Asst. Director of Special Ed. is done for the purpose/s of planning, implementing, directing and maintaining FAPE for students with disabilities (age 3-22) that helps them prepare for further education/training, further employment, and independent living after they complete their education in Provo City School District. The Asst. Director serves as a resource to parents, school personnel, school administrators, and the Director of Special Education. The position includes: ensuring that services occur, ensuring compliance with all Federal, State, and Local laws, rules and regulations, and the managing of Medicaid services provided to students with disabilities and all regulations and laws that pertain to these services.

This job is distinguished from similar jobs by the following characteristics: Works under the direction of the Director of Special Education in various capacities.

This job reports to Director of Special Education

Essential Functions

Administers all Special Education Services, Related Services, and Medicaid programs under the direction of the Director of Special Education for the purpose of ensuring compliance with Federal, State and Local laws, policies and procedures for services to students with disabilities (SpEd PreSchool, School Age, and Post High Program).

Assists building administrators with evaluation and supervision of special education related services 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.

Assists with personnel functions (e.g. recruitment, hiring, evaluation, etc.) for the purpose of maintaining adequate highly qualified staffing and ensuring that the educational and objectives of Special Education programs are accomplished.

Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Collaborates with parents, staff, and other stakeholders for the purpose of seeking input and parental involvement related to individual students, District Special Education activities, and relevant advisory roles.

Conducts child find activities regularly for the purpose of providing optimum services to students with disabilities and for ensuring compliance with the Individuals with Disabilities Education Act.

Coordinates the supervision and evaluation of district-wide Special Education personnel for the purpose of carrying out objectives within areas of responsibility to meet the unique needs of students with disabilities.

Develops an atmosphere of respect, interest and enthusiasm within the Special Education Department for the purpose of maximizing services to students with disabilities.

Monitors student outcomes for student populations (e.g. PreSchool, Mild/Moderate, Severe, Post High programs, etc.) for the purpose of improving outcomes for students with IEPs.

Monitors and reports on Results Driven Accountability (RDA) indicators (e.g. General Supervision, FAPE in the LRE, Part C to Part B transition, Post Secondary Transition, and Parent Involvement, etc.) for the purpose of improving outcomes for students with IEPs.

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.

Responds to a wide variety of inquiries from internal and external sources for the purpose of identifying relevant issues, resolving concerns, and recommending or implementing action plans to ensure compliance with program requirements.

Serves as District liaison to other agencies within the local area (e.g. Utah County, Utah State, Utah Department of Education, Medicaid, Carson Smith Scholarship, 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.

Supervises assigned district personnel (e.g. related services, special education teachers, and instructional aides, etc.) for the purpose of evaluating, supervising, and directing district personnel at various locations.

Visits schools and other related service locations regularly, attends meetings, and coordinates with Principals and District Staff for the purpose of training, communicating, and providing leadership for Special Education Programs and Related Services.

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 30% sitting, 30% walking, and 40% 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.
Background in building level administration is beneficial, although not required.

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