

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR – EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in monitoring and assisting the programs for Exceptional Children in the Guilford County School System. Employee directs and supervises programs and services for students in the system with special needs. Employee coordinates the efforts of federal, state and local agencies, private specialists, parents, and division supervisors to provide the services needed by County students as determined by division staff. Employee monitors the overall effectiveness of programs and ensures all are implemented within federal, state and local regulations. Employee supervises a group of Exceptional Child Services Coordinators, Program Administrators and Compliance Officer as well as the Supervisor of Psychological Services and School Psychologists. Reports to the Chief Academic Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Plans, develops, and implements a comprehensive program for students with disabilities, which assesses needs of students, establishes objectives and priorities, delegates responsibilities to staff, develops strategies to achieve objectives and evaluates programs.

Provides direction, consultation and supervision to program supervisors and Coordinators; consults with centrally based staff and school-based staff on individual cases and on interpretation of federal, state and local policies and procedures.

Develops and implements standards, policies and procedures related to exceptional child services; develops short and long range goals for the division; monitors the progress of various services; makes recommendations for changes.

Assists with the administration of the district's two special schools for students with disabilities.

Works in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and various other agencies to meet the needs of students; prepares and monitors contracts with individuals and agencies for special services not available through the school system; ensures compliance of programs with federal, state and local regulations.

Coordinates with local agencies, parents and school personnel to resolve problems and secure needed resources and services.

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Responds to calls and correspondence regarding programs and services offered.

Supervises and conducts personnel administration duties for staff, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Assists in the preparation of budgets for the programs; coordinates with other departments or agencies to ensure maximum services; monitors expenditures of approved budget.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education or a related field, and 6 to 9 years of experience as a program administrator; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Licensed in Exceptional Children Area. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles,

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proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, policies, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including medical, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of federal, state and local agencies that provide services for children with special needs.

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Considerable knowledge of local, state and federal policies and procedures regarding exceptional children.

Considerable knowledge of the County and School Board policies, procedures and standards regarding education.

Considerable knowledge of the organization and communication channels of the school system.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, methods and developments in the area of exceptional children.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of the North Carolina Standard Course of Study.

Skill in counseling and developing staff.

Ability to assess the needs of students.

Ability to plan, develop, implement and evaluate large programs.

Ability to develop and implement policies, procedures and standards for services offered.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvements.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work

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assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.