

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SUPERVISOR II - EC COMPLIANCE EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing and monitoring the operation of programs for exceptional students in the Guilford County Schools (GCS). Employee monitors program needs and provides general oversight for compliance monitoring. Employee oversees the implementation of programs, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee also coordinates with outside agencies to share ideas and services to better meet the needs of students. Employee assists to supervise a staff of support teachers, itinerant teachers and Program Administrators. Reports to the Assistant Superintendent of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Ensures compliance of programs with federal, state and local regulations.

Reports to the Assistant Superintendent of Exceptional Children regarding work with the State Department of Public Instruction, the Office of Civil Rights, and various other state and local agencies to meet the needs of students and ensure compliance with federal, state, and local regulations.

Assist with difficult cases that may involve an advocate, an attorney and/or a state complaint. Work toward a resolution which ensures the best possible outcome for the student.

Monitors school compliance for initial placement within 90-day timeline, annual reviews, reevaluations and IEP required components. Works collaboratively with program coordinators to support schools with non-compliance concerns.

Oversees the process of ensuring that each exceptional student is counted for reimbursement purposes.

Supports principals and school staff in the screening and selection of exceptional children staff as requested.

Prepares and submits required local, state and federal reports.

Assists in the planning and implementation of in-service education programs for parents, teachers and administrators.

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Respond to phone calls from parents with concerns and work with the parents and appropriate personnel to address the concerns.

Assist schools in the development of appropriate student schedules that adhere to the requirements of the IEP.

Reads various publications and attends various workshops, seminars, etc., to continuously upgrade professional knowledge.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in exceptional children education, psychology, speech therapy, or a related field, and 5 to 7 years of experience working with exceptional children either as a teacher or in an administrative capacity; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Possession of 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, billing statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, purchase orders, etc., using prescribed formats and conforming to all rules of punctuation,

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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 standard English.

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 and statistical inference.

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: Does not require 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

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

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

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.

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Considerable knowledge of the current literature, trends, and developments in the field of exceptional child education.

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

Skill in counseling and developing staff.

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 develop and implement appropriate programs for exceptional children.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to develop long-range plans and annual budgets.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

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