

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SUPERVISOR II – EC REGIONAL 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). The role of this position is to oversee program compliance and instructional leadership at the regional level. Employee monitors program needs and oversees the child placement process. 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 directly supervises Exceptional Children Program Administrators. Employee assists in the supervision of special education teachers, teacher assistants and itinerant teachers. Employee serves on the Regional Superintendent's leadership team. Employee reports to the Executive Director of the Department of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Conducts assessment activities to determine needs and effectiveness of exceptional children programs; develops and supports short and long-range goals and objectives for the improvement of system-wide and regional instruction for exceptional children.

Oversees the placement committee process for the region and coordinates placement decisions for separate special education classes in collaboration with the EC District Office.

Initiates collaboration with various departments in the development and implementation of assessment practices and policies affecting programs for exceptional children.

Interprets educational policies and procedures for a variety of audiences.

Oversees the process of ensuring that each student with a disability is counted for reimbursement purposes.

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

Monitors the progress of various services and makes recommendations for change to the Executive Director of the Department of Exceptional Children and the Regional Superintendent.

Coordinates with the Transportation Department in the planning for transportation of exceptional children for their region.

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Serves as liaison to other community agencies to support and foster policies that enhance student growth and development.

Plans and implements professional development programs for teachers, teacher assistants and administrators.

Assists in the planning and implementation of community and parent training opportunities.

Supervises and conducts personnel administration duties for the EC Program Administrators within their region including evaluating, assigning duties, coaching, providing ongoing professional development, and monitoring attendance, travel reports, and leave.

Reports to the Executive Director and Director of the Department 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 of regional programs with federal, state, and local regulations.

Promotes instructional programming and student performance improvement efforts for students with disabilities within their region.

Responds to correspondence within their region regarding all programs and services offered by the EC Department.

Engages in professional development, including reviewing professional literature and attending conferences, workshops, and seminars to continuously upgrade professional knowledge and skills.

Works collaboratively with the Exceptional Children Leadership Team to provide leadership for the District's provision of special education and related services for students with disabilities.

Analyzes and reports on student achievement and behavioral data regarding students with disabilities to the Regional Superintendent's leadership team.

Compiles service projections for students with disabilities within the region and works collaboratively with the Executive Director of the Department of Exceptional Children and Human Resources to determine EC staffing needs for each school.

Initiates collaborative relationships with the Regional Superintendent and the regional leadership team to coordinate special education and related services for students with disabilities.

Initiates collaborative relationships with the Regional Executive Director and Student Services Administrator to support school administrators in instructional and administrative problem solving for all students.

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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, psychologist or related service provider 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, form, 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, 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.

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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.

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.

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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.