

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR II - EXCEPTIONAL CHILDREN ELEMENTARY SCHOOL SUPPORT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing and monitoring the operation of programs for elementary exceptional students in the Guilford County Schools. The role of this position is to assist the Assistant Superintendent of Exceptional Children in planning, developing, and implementing a comprehensive program for students with disabilities, which assesses the needs of students, establishes objectives and priorities, assigns responsibilities to staff, and develops strategies to achieve stated objectives and evaluate programs. Reports to the Assistant Superintendent of Special Education.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervise exceptional children school support, behavior support, compliance, transition, curriculum and conduct personnel administration duties for staff, including hiring and terminations, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Collaborate with Supervisor of related services for implementation and programming for students receiving special education services.

Collaborate with Coordinators for implementation of special education services to include placement decisions for specialty programming classes and determining assigned class locations.

Assists the Assistant Superintendent to work in conjunction with the State Department of Public Instruction, the Office of Civil Rights, the Office for Special Education Programs, and various other state and local agencies to meet the needs of students; monitor contracts with individuals and agencies for special services not available through the school system; and ensure compliance of program with federal, state and local regulations.

Assists the Assistant Superintendent in developing and implementing standards, grant/budget, policies, and procedures related to exceptional children services.

Leads key instructional programming efforts in collaboration with teaching and learning department for students with disabilities.

Consult with school based staff and central office staff including the offices of Human Resources, Teaching and Learning, Finance, Accountability and Research (to include testing), Transportation,

DIRECTOR II - EXCEPTIONAL CHILDREN ELEMENTARY SCHOOL SUPPORT

Technology, Student Assignment, Student Services and Facilities on the implementation and interpretation of federal, state and local policies and procedures.

Coordinate with local agencies, parents and school personnel on individual cases to assist in resolving problems as well as secure needed resources and/or services.

Monitor the progress of various services (i.e. behavior support, student programming, secondary transition, curriculum and compliance) and make recommendations for change to the Assistant Superintendent.

Assist the Assistant Superintendent in the preparation of budgets for programs.

Collaborate with Compliance Supervisors for the twice-yearly Child Count submission to NCDPI, OSEP, programming for students receiving special education services, implementation of the IEP writing software (EasyIEP) and supervision of the EC Network Analyst.

Consult with the school board attorney on individual cases and collaborate with departmental leads in school support, behavior, compliance, transition, and/or curriculum for cases with attorney involvement (i.e. due process, state complaint, etc.).

Attends state level meetings (with Assistant Superintendent) regarding policies, procedures, and legal updates.

ADDITIONAL JOB FUNCTIONS

Actively involved in all day-to-day operations of the Exceptional Children Department.

Performs other related work as required.

Other duties and responsibilities as assigned by the Assistant Superintendent Special Education and Chief Academic Officer.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in special education, psychology, curriculum instruction or school administration with 5 to 7 years as a special education teacher or Exceptional Children's Program Specialist/Administrator with training and experience in district implementation of initiatives.

SPECIAL REQUIREMENTS

Possession of a valid North Carolina driver's license.

DIRECTOR II - EXCEPTIONAL CHILDREN ELEMENTARY SCHOOL SUPPORT

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, 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.

DIRECTOR II - EXCEPTIONAL CHILDREN ELEMENTARY SCHOOL SUPPORT

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.

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.

DIRECTOR II - EXCEPTIONAL CHILDREN ELEMENTARY SCHOOL SUPPORT

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.