



## **Job Description for Special Education Director**

**JOB TITLE:** Special Education Director

**DEPARTMENT:** Special Education

**REPORTS TO:** Superintendent

**WORK LOCATION:** CCRESA Administration Building

**WORK SCHEDULE:** 225 Day Calendar

**SALARY SCHEDULE:** Salaried, commensurate with experience

### **SUMMARY**

Directs the special education programs and services of Clinton County RESA as an Intermediate School District. Ensures program and service integration among local school districts, public school academies, the intermediate school district, and the Michigan Department of Education. Ensures compliance with both State and Federal special education regulations and civil rights through provision of technical assistance, support, and correction, as needed, of special education provider services throughout the Clinton County service area. Leads integration of multi-tiered systems of support with instructional service partners in Clinton County through collaborative efforts that accomplish continuously improving attainment of meaningful learning outcomes for students with disabilities.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Ensures compliance with local, state and federal requirements within countywide special education programs/services.
- Responsible for the overall direction, coordination, and evaluation of Special Education within the county.
- Arranges for technical assistance and support, as needed, to facilitate compliance and best instructional practices that promote improved student outcomes for local, constituent school districts and public school academies.
- Keeps informed and distributes knowledge, as appropriate, of all legal requirements governing special education.
- Establishes and monitors contractual agreements with LEAs/PSAs and agencies.
- Provides leadership in the development and implementation of the CCRESA County Plan for Delivery of Special Education Programs and Services
- Consults with staff, parents (Parent Advisory Committee) and outside agencies regarding needs and services for students with special learning needs.

- Monitors staff caseloads and student progress.
- Responds to superintendents, administrators, staff, parents, and representatives from outside agencies regarding special education related needs and challenges.
- Substantially contributes to budget development and supervises the administration of the budget for the Special Education Department.
- Assists in recruitment, selection, hiring and mentoring of special education personnel.
- Assists in the modification of district regulation and policy language.
- Provides leadership and supervises the implementation of continuous school improvement activities within the CCRESA Special Education Department including the development of the department vision, mission, goals, objectives and action plans.
- Submits program documentation for approval, applies for grants, and substantially contributes to budget submission and financial reporting.
- Provides leadership in the alignment of curriculum, implementation of state testing requirements and program enhancement designed to improve the quality of services and outcomes for students.
- Supervise administrators that administer instructional programs.
- Adheres to Board Policies.
- Other duties as assigned.

***The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.***

## **SUPERVISORY RESPONSIBILITIES**

Supervises and evaluates special education supervisors and other special education department personnel. May review personnel evaluations of any employee within the special education department. Addresses any department evaluation content or process improvement needs in line with organization standards.

## **QUALIFICATIONS**

### **Education:**

Minimum requirements for initial temporary approval include the following.

- A master's degree or higher.
- Full approval in at least 1 area of special education.
- Twelve semester or equivalent hours of graduate credit in special education administration earned in a college or university whose program has been approved by the state board of education.
- The college or university approved for the preparation of special education directors verifies enrollment in the director of special education preparation program and completion of 12 semester or equivalent hours of graduate credit.

Full approval as a Special Education Director requires the following additional criteria.

- Thirty semester or equivalent hours of graduate credit in a college or university whose program has been approved by the state board of education
- Successful 200-clock- hour practicum in special education administration.

- Graduate credit earned in a college or university whose program has been approved by the state board of education is distributed appropriately to assure knowledge and competency as related to special education in all of the following areas:
  - Program development and evaluation.
  - Personnel staffing, supervision, and evaluation.
  - Verbal and written communication.
  - Leadership of professional development.
  - Budget development and fiscal reporting.
  - Fostering parental, family, and community involvement.
  - Consultation and collaboration.
  - Dispute resolution.
  - Data-based decision-making.
  - Conflict management.
  - Legal and ethical issues.

**Experience:**

Three years of successful professional practice or administrative experience in education, or a combination of practice and experience.

**Certificates, Licenses, Registrations:** Meets full or temporary approval requirements in education and experience for the position of Director of Special Education. Meets certification requirements for a school administrator.

**Other knowledge, skills and abilities:**

**Ability to**

- Demonstrate leadership and general knowledge of issues and problems in all disability areas of special education.
- Demonstrate knowledge of controllable, systemic factors that contribute to meaningful student outcomes without resorting to inappropriate growth in programs and services.
- Establish and maintain effective working relationships with students, staff and the community.
- Communicate clearly and concisely both in oral and written form.
- Effectively present information and respond to questions from groups of administrators, teachers, ancillary staff, business officials, families, and the public
- Facilitate collaborative group problem solving.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Write reports, business correspondence, and procedure manuals.
- Read and analyze professional journals, technical procedures, and governmental regulations for useful application.
- Transport between school buildings, districts and cities.

## **PHYSICAL DEMANDS**

Physical demands of the job are as follows:

1. Sitting – possibly for long periods of time.
2. Standing – some
3. Walking – some
4. Bending – some
5. Stooping – some
6. Lifting – may involve periodic moving/lifting of boxed records and supplies.

## **WORK ENVIRONMENT**

Normal office environment. It is also anticipated that some stress will be associated with this position primarily due to deadlines and irregular workflow. It is necessary that the individual have the capacity to remain calm, considerate, and tactful.

## **POSITION TYPE/EXPECTED HOURS OF WORK**

Some flexibility in hours is allowed, but employee is generally expected to work 5 days per week, 7.5 hours per day and be available during the core work hours of 9:30 a.m. to 3:30 p.m. (lunch hour permitted). Occasional evening and weekend work may be required as job duties demand.

## **TRAVEL:**

The employee will be expected to travel between the school districts in Clinton County and to other Michigan Intermediate School Districts on occasion.