

Special Education Director

Purpose Statement

The job of Special Education Director is done for the purpose/s of directing special education programs and services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Superintendent of Schools

Follows all District Policies related to this position.

Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a wide variety of sources (e.g. staff, public agencies, etc.) for the purpose of analyzing issues, ensuring compliance with District policies and procedures, and/or monitoring program components.
- Coordinates program components, support needs and material, out of district placements (e.g. Special Education Staff meetings, Transitions meetings for High School/Head Start students with special needs, development and implementation of a system for referrals, screenings, diagnosis, team staffing and individual program plans and staff development, etc.) for the purpose of delivering services which conform to established guidelines.
- Directs department operations, the maintenance of services and the implementation of new programs and/or processes (e.g. supervision and evaluation, placement of all special needs students, special education purchases, special education contracts and payments, etc.) for the purpose of providing services within established timeframes and in compliance with related requirements.
- Facilitates meetings, workshops, seminars, etc. (e.g. due process hearings, district liaison, special education parent groups, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Implements assigned programs and/or projects for the purpose of conforming to District and State curriculum and/or instructional objectives.
- Manages the special education department (e.g. interpreting SPED results, maintaining comprehensive data on all students, overseeing all appropriate testing for placement of special needs students, evaluation of new programs, participation by special needs students in State and District wide testing with appropriate accommodations, professional development, etc.) for the purpose of delivering services which conform to established guidelines.
- Monitors budget allocations, expenditures, special education files, compliance issues, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in a wide variety of meetings (e.g. Board meetings, training, hearings, IEPs, Special Education Directors meetings, etc.) for the purpose of providing and/or receiving information.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Prepares a wide variety of often complex materials (e.g. plans, budgets, funding requests, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information (e.g. budget overviews, accounting processes, distribution formula, changes in rules, regulations and Special Education Laws, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Promotes the Eastern Shoshone Core Beliefs Curriculum (e.g. Lessons in Life, Respect, Courage, Honor, Sharing, Family, Humility, Honesty, Humor, Language, Spirituality, and Tradition, etc.) for the purpose of instilling these values into the school culture.

- Researches a variety of topics required to manage assignments (e.g. relevant policies, new Federal and State statutes, Chapter 7 of the Wyoming Rules and Regulations, IDEA regulations, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring compliance with regulatory requirements, securing general information and/or responding to requests.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

Must follow Board Policies.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; program planning and development; concepts of grammar and punctuation; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the jobs functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 30% sitting, 50% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience: ~~Job related experience with increasing levels of responsibility is desired.~~ Special Education teaching and administrative experience.

Education: ~~Bachelors degree in job-related area.~~ A Master's degree from an accredited college or university.

ADDITIONAL QUALIFICATIONS:

1. Knowledge of Public Law 101-476 (IDEA) and the Rules and Regulations Governing Disabled Students in Wyoming Public Schools.

2. Knowledge of all of the disabilities as defined by Public Law 101-476 (IDEA) and the Wyoming Rules and Regulations.

3. Knowledge of Section 504 of the Rehabilitation Act of 1973. 7.

4. Knowledge of and application of federal, state and district special education budgets.

5. Ability to communicate and work positively with staff, parents and the community.

Certificates and Licenses

Professional Teaching Standards Board Certified as an Administrator.
~~Appropriate Wyoming State Department of Education
Certificate and/or Endorsement~~

Required Testing

Continuing Educ. / Training

3 credits in Native American Studies or Similar Course
work within 2 years of hire date

Clearances

Criminal Background Clearance
Drug Test

FLSA Status

Exempt

Approval Date

Salary Grade

SPED Director

<p>Title IX Coordinator Title*: Principal Address: 90 Ethete Rd, Fort Washakie, WY 82514 Telephone Number: 307.332.5983 Email:</p>	<p>Section 504/ADA Coordinator Title*: Principal Address: 90 Ethete Rd, Fort Washakie, WY 82514 Telephone Number: 307.332.5983 Email:</p>
<p>Civil Rights Compliance Coordinator Title*: Superintendent Address: 90 Ethete Rd, Fort Washakie, WY 82514 Telephone Number: 307.332.5983 Email:</p>	

*OCR recognizes that including a person's name may result in an overly burdensome requirement to republish the notice if a person leaves the coordinator position. It is acceptable for a school district to identify its coordinator only through a position title