



Longview Independent School District

JOB DESCRIPTION

EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS

JOB TITLE:	Executive Director of Special Programs	WAGE/HOUR STATUS:	Exempt
REPORTS TO:	Deputy Superintendent	TERMS:	12 Months
DEPARTMENT:	Special Programs	PAY GRADE:	Admin 7

Primary Purpose:

- Provide visionary leadership in the development, implementation, and coordination of the district's special programs department.
- Plan, coordinate, and supervise the district's Special Education, ESL/Bilingual, Dyslexia, Section 504, and Gifted and Talented programs
- Ensure sound and continuing educational programs for children that are embedded in best practices.
- Work collaboratively with a multitude of stakeholders to create exemplary, inclusive learning environments where students are members of the school community's least restrictive learning environment.

Qualifications:

Education/Certification:

Valid Texas Teaching Certificate
Master's degree, required
Administrator or supervisor certification, required
Doctoral degree, preferred

Special Knowledge/Skills:

Knowledge of federal and state special education law, policies, and procedures
Knowledge of federal and state Section 504, Dyslexia, ESL/Bilingual, and GT policies, and procedures
Knowledge of federal Title programs
Understanding of the individual needs of students with learning differences
Ability to communicate with all levels of students with learning differences and their parents
Ability to develop, train, and implement policy and procedures
Ability to interpret, analyze, and disaggregate data
Ability to build and manage budget and grants
Ability to recruit, hire, train, and retain high-quality staff
Strong organizational, communication, and interpersonal skills



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JOB DESCRIPTION

EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS

Experience:

Minimum of 5 years successful teaching experience

Minimum of 3 years successful experience in working with and/or leading special programs

Campus Level Leadership experience, preferred

Administrative or District Level Leadership experience, preferred

Major Responsibilities and Duties:

Strategic Partnerships

1. Research and network with other schools both in and out of state to redesign and restructure academic programming to stay relevant and be the industry's best.
2. Collaborate on identification and submission of grant opportunities to expand program offerings and staff professional development.
3. Strengthen partnerships between parents, staff, and community. In addition, utilizing these relationships to strengthen program efforts to become the industry's best.

Instructional and Program Management

4. Oversee the development and delivery of special education, Dyslexia, 504, and ESL instructional programs that incorporate district goals and support student achievement. Ensure that curriculum renewal is continuous and responsive to student needs.
5. Develop and implement an effective special education and Section 504 referral process and ensure that student assessments and recommendations regarding placement and program management for individual students are completed in a timely manner.
6. Monitor the admission, review, and dismissal (ARD) and Section 504 process districtwide. Participate in committee meetings as needed to ensure that students are placed appropriately and development of individual education plans for students is consistent with district procedures. Ensure that student progress is evaluated on a systematic basis and that appropriate data collection methods are consistently administered.
7. Obtain and use evaluative findings (including student achievement data) to gauge special education, Section 504, Dyslexia, and ESL/ Bilingual effectiveness. Make changes when warranted.
8. Ensure that the necessary time, resources, materials, and technology to support accomplish educational goals are available. Encourage and support the development of innovative instructional programs.
9. Direct transition services for special education students entering and exiting public school programs.



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10. Take an active role in formulating and implementing contracts for special education students receiving services outside of the district.
11. Use the findings of research and district studies to improve the content and sequence of the teaching/learning process and its outcomes.
12. Involve the staff in developing, maintaining, and revising curriculum documents based on systematic review and analysis of need.
13. Encourage and support the development and implementation of effective instructional programs to achieve identified needs.
14. Involve instructional staff in evaluating, selecting, or developing instructional materials to meet student-learning needs.
15. Cooperate with school staff in scheduling instructional activities to maximize learning outcome.
16. Facilitate the use of existing technology in the teaching/learning process.
17. Systematically and continuously monitor dropout and at-risk data to ensure that program activities are related to program outcomes; use these findings for corrective action and improvement, as well as for recognition of success.
18. Develop and implement a robust professional development and training program for special programs staff, general education staff, and campus leadership teams.

Student Management

19. Demonstrate support for the district's student management policies and expected student behavior related to special education program.

Policy, Reports, and Law

20. Implement the policies established by federal and state law, State Board of Education rule, and local board policy in area of special education. Recommend sound policies and procedures to improve program.
21. Ensure that federal and state laws and regulations concerning the education of special students and compensatory students are observed, as well as completion of all federal compliance reporting and State Performance Plan Indicator Reporting.
22. Compile, maintain, and file all reports, records, and other documents required.
23. Oversee Grants and Compliance through TEA eGrants



Longview Independent School District

JOB DESCRIPTION

EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS

24. Follow district safety protocols and emergency procedures.

Budget and Inventory

25. Develop and administer the special education, Section 504, Dyslexia, and ESL budget based on documented needs and ensure that operations are cost effective and funds are managed wisely

26. Maintain a current inventory of supplies and equipment and recommend the replacement and disposal of equipment when necessary.

Personnel Management

27. Prepare, review, and revise job descriptions in the special programs department.

28. Select, train, supervise, and evaluate staff and make recommendations relative to assignment, retention, discipline, and dismissal.

Communication and Community Relations

29. Establish and maintain a professional relationship and open communication with principals, teachers, staff, parents, and community members.

30. Serve as district liaison to community agencies providing services to students and notify parents and students of available services.

31. Articulate the district's mission and goals in the area of special education to the community and solicit its support in realizing the mission.

32. Demonstrate awareness of district-community needs and initiate activities to meet those needs.

33. Use appropriate and effective techniques to encourage community and parent involvement.

34. Assist in the resolution of special education issues with administrators, parents, teachers, staff, and/or the community.

35. Involve students, parents (parent advisory committee), and others in serving the school's special education programs as volunteers, advisors, and aides.

Other

36. Keep abreast of innovative practices and build professional learning around best practices.

37. Be adaptable and flexible in acceptance of changes in techniques and procedures.



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JOB DESCRIPTION

EXECUTIVE DIRECTOR OF SPECIAL PROGRAMS

38. Maintain a professional level of confidentiality regarding all district matters.
39. Uphold and adhere to safety rules.
40. Support the goals and objectives of the district and follow district policies.
41. Perform other duties as assigned.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of special programs support staff.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing,/pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Signature _____

Date _____