Job Descriptions
MOORE PUBLIC SCHOOLS

Job Title: **Assistant Director of Special Services**

Qualifications:

Credentials: Administrator's or Principal's Certificate; Special Education Certificate desired

Education: Master's degree in Special Education, Education, or related field

Training/Experience Required: Three to five years as a special education teacher.

Special Skills, Knowledge, Abilities:
Must have an in-depth understanding of federal and state laws pertaining to individuals with disabilities.

Communication Skills (oral, written, or business): Basic communication skills to exchange information, give/receive instructions, and respond to inquiries. Includes filling out forms. Knowledge of grammatical structure, vocabulary for preparing correspondence from rough draft to proofing of completed material. Communicates in clear, grammatically correct English. In addition, composes correspondence; trains and directs others; provides complex instructions; and conducts interviews. In addition, must use creativity; makes public speeches and presentations; and provides complex letters and reports.

Data Recording/Record Keeping: Performs data recording/record keeping operations, determining what changes need to be made to existing records, including computerized records.

Mathematical Skills: Performs routine computations requiring knowledge of addition, subtraction, multiplication, and division using whole numbers, fractions, decimals, and/or percentages.

Reading and Interpreting: Reads and interprets complex written or printed materials such as ordinances, resolutions, policies and procedures, complex diagrams, plans, contracts, and regulations.

Job Goal (Purpose of Position): Performs administrative-level duties under supervision, identifies the special needs children in the Moore Public School District, ensures that Federal and State Special Education/Disability laws and regulations are fully implemented, and provides a free and appropriate education in the least restrictive environment within the fiscal limitations of the district. The incumbent will also review existing special education programs and make recommendations on how to improve services within the total school educational program and community. An incumbent in this position will utilize discretion, ingenuity, and independent judgment required for the complexity of the job. Since there may be several ways to solve a problem, an incumbent is free to choose the solution.

Contact with Others: An incumbent in this position has regular contact with persons, medical, and health professionals, outside the district, which requires tact and diplomacy, independent judgment, and problem-solving skills; making formal presentations; interpreting policies and procedures based on experience; and providing counseling, negotiations, or mediation techniques as appropriate. Most of these contacts and results must be kept confidential.

Performance Expectations:
The incumbent/employee will need to:
(A) Be customer-focused to resolve problems effectively.
(B) Manage human resources and diversity while promoting: productivity and efficiency; health and safety; employee training and development, empowerment, and appraisal; constructive corrective counseling and discipline; resolution of complaints or grievances.
(C) Manage resources with fiscal responsibility while maintaining proper accountability of records.
(D) Manage information and communications with staff and public effectively.
(E) Conduct short and long-range planning to set and/or attain district goals and objectives.
(F) Demonstrate leadership by being a good role model to reinforce productive and customer-focused behavior; use creativity, innovation, and initiative to identify solutions to problems.
(G) Be a team player with co-workers, subordinates, other managers, and community leaders to accomplish district objectives or goals.
(H) Contribute to the quality of district programs, including extracurricular programs.
(I) Be involved in personal growth and development.

Essential Job Functions (Performance Responsibilities):
1. Provides leadership in establishing new programs and developing an improved understanding of existing programs. Remains informed of legal requirements governing special education/persons with disabilities and ensures that these requirements are in place in the educational programs, facilities, services, and activities. Assists the Director to evaluate operational effectiveness of existing programs and recommends changes as needed.

2. Assists the Director to oversee and administers a major department, including supervisory staff, professional/technical staff, certified and support staff. Assigns work; evaluates performance; handles personnel hiring, transfers, promotions, and corrective action/discipline, and other personnel-related functions. Conducts necessary staff meetings. Assist principals with personnel decisions of Special Education teachers.

3. Assists the Director in overseeing special education testing and student placement into IEPs. Administers policy on all aspects of the district's psychological services program. Supervises the maintenance of confidential records and completion of required reports.

4. Answers special education questions for outside agencies, administration, teachers, principals, and patrons. Consults with parents of special education students.

5. Prepares and administers departmental budget.

6. Acts as liaison between schools and community service organizations. Assists the Director in negotiating and developing contracts for educational services with outside agencies, as approved by the Superintendent.

7. Assists the Director with coordinating the district's compliance with Section 504 of the Rehab Act, ADA, and other state and Federal requirements. Assists with Federal and state grant applications and adherence to grant requirements.

8. Assists the Director with oversight of all special student transfers into and out of the district.

9. Assist the Director with ongoing in-service programs that maximize safe interaction between school personnel and dangerous and disruptive students. Oversee the teacher assistant in-service training program. Provides training to surrogate parents, enabling them to act in the interests of the disabled child.

10. Assist the Director with supervision of the Extended School Year (ESY) services for disabled students and the summer testing program.

11. Assists the Director with oversight of physical and occupational therapy screening and services and preparation of timely reports.

12. Acts as liaison for outside agencies, including OCR, EEOC, Oklahoma/Cleveland County Health Departments, State Department of Education, law enforcement agencies, advisory boards, etc.

13. Assists the Director with oversight of Homebound Instruction and coordination of the TEAM Program (i.e., curriculum and staff).

14. Assumes responsibility for personal professional development.

15. Performs other duties as required.

Supervision Exercised: An incumbent assists the Director to supervise a large staff of employees, including all Special Education teachers, Paraprofessionals, Psychologists, Educational Diagnosticians, Physical/Occupational Therapists and their assistants/aides, Speech Pathologists, Certified and support staff at various centers, and clerical employees of the above.

Reports To: Director of Special Services

Physical/Mental Requirements and Working Conditions:
Employee's job requires manual/visual dexterity or the ability to keyboard, to drive, to see, hear, and evaluate the performance of staff and trainees. Must be able to communicate with teachers, other professional special service employees, students, parents, and others involved in special education. Must be able to conduct meetings and in-service training, perform site visits, resolve problems, etc.

Terms of Employment: Twelve-month year (250 days)

Salary: To be established by the Board

Evaluation: Performance of this job will be evaluated in accordance with the provisions of Board Policy

Approved 01/14/2002