Adams12 Five Star Schools

**Job Description**
Prepared/Revised: **July 2026**

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|---|---|---|---|
| Job Title: | **Executive Director, Special Populations** | Job Code: | **3095** |
| Job Family: | **Certified** | FLSA Status: | **Exempt - E** |
| Pay Program: | **Administrative** | Pay Range: | **L25** |
| Typical Work Year: | **12 months** | | |

**SUMMARY:** Serves as part of the Learning Services team whose primary responsibilities are to: support schools, lead a comprehensive vision for teaching and learning and to model the way regarding best practices within the district. Provide senior level, district-wide leadership, advocacy and education to schools and other departments in regard to evidenced-based best practice and programming for students with special education needs. The scope of responsibility for this position includes leadership, supervision, guidance and support for all school support staff across special education. Provide leadership for strategic professional development programming, in collaboration with the district professional learning team, for teachers and providers aligned to the District's strategic plan and district-wide beliefs about adult learning. Model strong and effective collaboration, interpersonal and problem-solving skills. Responsible for creating and monitoring budgets and administering functional and compliance areas for special education.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| Job Tasks Descriptions | Frequency | % of Time |
|---|---|---|
| 1. Provide overall district vision and leadership for programming across special education. | D | 10% |
| 2. Monitor the effectiveness of programming for special populations and provide guidance to the chief academic officer, superintendent and senior staff on necessary programmatic changes and expectations to ensure increased student achievement for special education students. | D | 15% |
| 3. Supervise and lead a team of two directors, central instructional/certified and classified staff to support effective implementation of programming for special education. | D | 30% |
| 4. In partnership with the teacher and principal professional learning director, design and lead effective district-wide professional development strategy in support of inclusive special education. Ensure alignment with district beliefs for professional learning, district program models for special education, and district, state and federal requirements related to programming for special education. | Q | 10% |
| 5. Build and deepen relationships and tactical knowledge of school-based needs for special education and strategically use those relationships and that knowledge to guide a team of directors in support of schools, principals, teachers and students. | D | 10% |
| 6. Oversee state reporting and compliance for special education, including preparation and submission of all reports and data for federal, state and district monitoring in regard to special education. | Q | 5% |
| 7. Lead and manage multiple budgets and grants such that they align and support programming models for special populations and district, state and federal policy for funding special education. | M | 10% |
| 8. Liaison with Colorado Department of Education and state agencies as the district representative for special education. | M | 5% |
| 9. Perform other duties as assigned. | Ongoing | 5% |

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Master's degree in special education plus additional coursework required for certification or licensure in educational leadership.
- Minimum of (5) five years of experience in the field of public education, with leadership experience in serving special education programming and students.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Colorado administrator license with director of special education endorsement required.
- Endorsement in culturally and linguistically diverse preferred.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to build and deepen strong relationships with multiple stakeholders and view complex issues from multiple perspectives.
- Knowledge of legal issues and requirements related to all areas of special education.
- Demonstrated skills in facilitation, negotiation and conflict resolution.
- Demonstrated skills in data gathering and analysis, project planning and evaluation.
- Demonstrated skills in working with district staff, parents and students on issues related to special education
- Knowledge of student information systems.
- Highly self-motivated, self-directed and goal oriented.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cyber-security with respect to student and staff data, and related information systems
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability to maintain confidentiality related to student information and personnel matters.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

| | POSITION TITLE | JOB CODE |
|---|---|---|
| **Reports to:** | Chief Academic Officer | 100223 |

| | POSITION TITLE | # of EMPLOYEES | JOB CODE |
|---|---|---|---|
| **Direct reports:** | Student Support Services, Director | 2 | 3026 |
| | Executive Assistant, Learning Services | 1 | 3190 |
| | Administrative Assistant | 1 | 070716 |
| | Business Support Technician | 1 | 050201 |
| | Student Support Services Coordinators | 8 | 4120 |
| | Mental Health Specialist | 1 | 1700MH |
| | Behavior Specialist | 4 | 5027 |
| | Instructional Specialist | 4 | 1700IN or 1700SE |
| | Applications System Analyst, Sr. | 1 | 090522 |

- Supervisory responsibilities include hiring, directing work, assigning work, training and evaluating.

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- Responsible for creating and monitoring the Special Education budget.

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | X | | |
| Walk | | X | | |
| Sit | | | | X |
| Use hands and fingers to handle and/or feel | | | X | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | X | | | |

| | | | | |
|---|---|---|---|---|
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |
| Smell | X | | | |

| **WEIGHT and FORCE DEMANDS:** | **Amount of Time** | | | |
|---|---|---|---|---|
| | **None** | **Under 1/3** | **1/3 to 2/3** | **Over 2/3** |
| Up to 10 pounds | X | | | |
| Up to 25 pounds | X | | | |
| Up to 50 pounds | X | | | |
| 51 to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| **MENTAL FUNCTIONS:** | **Amount of Time** | | | |
|---|---|---|---|---|
| | **None** | **Under 1/3** | **1/3 to 2/3** | **Over 2/3** |
| Compare | | | | X |
| Analyze | | | | X |
| Communicate | | | | X |
| Copy | | X | | |
| Coordinate | | | | X |
| Instruct | | X | | |
| Compute | | | | X |
| Synthesize | | | | X |
| Evaluate | | | | X |
| Interpersonal Skills | | | X | |
| Compile | | | | X |
| Negotiate | | | | X |

| **WORK ENVIRONMENT:** | **Amount of Time** | | | |
|---|---|---|---|---|
| | **None** | **Under 1/3** | **1/3 to 2/3** | **Over 2/3** |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | X | | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| **VISION DEMANDS:** | **Required** |
|---|---|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | |
| Depth perception | |
| Ability to adjust focus | X |

| **NOISE LEVEL:** | **Exposure Level** |
|---|---|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |