

South Burlington School District Position Description

Job Title: Director of Educational Support Systems
Location: Central Office
Job Group: Administrator
Pay Level: Exempt
Reports To: Superintendent

Summary: Collaboratively works with the Director of Learning to provide District leadership in the areas of curriculum, instruction, student assessment, professional staff development and educational support systems development to meet the needs of all learners. Ensures compliance with Special Education regulations (state and federal). Ensures that all children with instructional support needs are identified and receive an appropriate educational program through the provision of District services.

Essential Duties and Responsibilities:

1. Provides program leadership, expertise, and support for aligning the needs of special education with that of regular education and with the District Ends Policy.
 - a. Participates in the planning for curriculum, student assessment, and instructional activities that promote a universal design for learning.
 - b. Recommends District policy and procedure development or changes related to student learning and student support programs with a focus on special education.
 - c. Participates in leadership committees, as appropriate, to promote equitable service delivery and quality instruction for students with special needs.
 - d. Develop, implement, and evaluate federal, state, and local grants and budgets that support students with special needs including the Medicare program.
 - e. Supervise the collection of evaluation data for purposes of program effectiveness and resource utilization and provides dissemination of accurate, pertinent information to Superintendent, School Boards, and other interested parties.
 - f. Presents Special Education and other student support services information to administrative team, community, and School Board as needed.
 - g. Serves as a District liaison with various agencies and services that serve our students and families with professional matters relevant to assigned responsibility. Participates on boards and/or committees and with other Districts and service providers to establish mutually beneficial relationships.
 - h. Provides interpretation of state and federal Special Education regulations and guidelines and ensures District policies, procedures, and practices are in compliance with the intent of federal and state regulations.
2. Has overall responsibility for developing, maintaining, and evaluating the activities of the District educational support systems by:
 - a. Overseeing all contract service providers including: occupational and physical therapists, school-based clinicians, and psychological services.
 - b. Being responsible for the recruitment, selection, and hiring of qualified special education teachers, speech pathologists, para-educators, interventionists, and other assigned support staff.
 - c. Directly supervising and evaluating assigned staff including: administrative support staff, Board Certified Behavior Analysts, and School Psychologists.
 - d. Collaborates with administrators to develop, monitor, and evaluate programs associated with: Special Education, Section 504, educational support systems, and early childhood/pre-school programming.

- e. Provides supervision and technical assistance to building administrators for: Special Educators, Behavior Analysts, Speech Language Pathologists, Interventionists, and Paraprofessionals.
 - f. Supervise arrangements, coordinates, or provides in-service training for appropriate professional development for staff.
 - g. Arranges and monitors extended school year programs and general oversight for homeless students.
 - h. Ensures equitable educational opportunities for students served in outside school district programs and plans for appropriate re-integration when appropriate.
 - i. Consults with staff, parents, and outside agencies regarding Special Education students and program offerings. Responds to parental concerns regarding the evaluation, services, and placement of their children.
 - j. Overall responsibility for the selection and monitoring of student placements relative to "least restrictive environment."
3. Maintains professional growth and knowledge of relevant research and current best educational practices via participation in state-wide professional organizations, advanced study, site visits, conference attendance, workshops and/or other means. Keeps staff apprised of same. Accepts other responsibilities as assigned by the Superintendent.

Supervisory Responsibilities: Carries out supervisory responsibilities in accordance with applicable laws and regulations as well as the District's policies and procedures. Supervises the work of assigned special education personnel, in collaboration with the Director of Learning and building Administrators. Regular attendance in accordance with established work schedule is required.

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

Education and/or Experience: Master's degree in Special Education and classroom/special education teaching experience. Three years of successful related professional practice and administrative experience required. One year of successful experiences as a special education director in an approved special education program is preferred.

Licenses and/or Certificates: Valid Vermont Educator License with Special Education endorsement, Valid Vermont Driver's License.

Language Skills: Ability to read, analyze, and interpret information from professional journals, legal documents, governmental regulations, testing and assessment data. Ability to write reports, correspondence, and procedures. Ability to respond to inquiries or complaints from students, parents, co-workers, and community members. The ability to effectively present information to administrators, public groups, community, and school Board is required.

Mathematical Skills: Ability to apply mathematical concepts such as basic algebra, probability and statistical inference. Ability to calculate figures and amounts such as fractions, percentages, ratios, and proportions to practical situation.

Reasoning Skills: Ability to anticipate, identify, and/or define problems and create appropriate solutions. Delegates appropriate responsibilities to assigned staff.

Other Skills and Abilities: Proficient in the use of a personal computer; presentation, word processing and spreadsheet experience required. Effective organization and planning skills and the demonstrated ability to manage multiple tasks are required. Ability to communicate clearly and concisely, in both orally and in writing and to maintain effective working relationships with others is essential. Demonstrated knowledge and skill in the areas

of: leadership, student assessment, instruction and delivery systems, teacher evaluation, and special education law, and finances are essential. Experienced in budget planning and monitoring preferred. Knowledge of English Language Learners and Homeless student procedures and protocols. Ability to perform duties with awareness of all district requirements and School Board policies as it relates to the job responsibilities is essential. Demonstrated ongoing commitment to workplace diversity, sustainability, and delivering exceptional customer service is essential.

Physical Demands: *The physical demands described here are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations, as defined by the district, may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit, walk, stand, talk, see, and hear. Specific vision abilities required by this job include close and distance vision. The employee is frequently required to demonstrate manual dexterity to operate a computer, copiers, phone, and other office machinery. The employee may occasionally be asked to travel to other work locations. The position has direct responsibility for the safety, well-being, or work output of other people.

Work Environment: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment ranges from quiet to moderate. Work performed is primarily in an office setting with some travel required. The position demands meeting deadlines with severe time constraints and to work irregular or extended hours.

Terms of Employment: 12 months, or as outlined in the Master Agreement.

Evaluation: Conducted annually by the Superintendent

Date Approved: April, 2008

Approved Revision Date: July 25, 2016/DY

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009 is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.

Job Description Acknowledgement

I have received, reviewed and fully understand the job description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____

Employee Signature _____ Date _____