

DeKalb County School District

Position Specification

Title: Director, Special Education

DIVISION: Curriculum & Instruction

GRADE: 132

DEPARTMENT: Exceptional Education

WORKDAYS: 246

REPORTS TO: Exec. Director, Exceptional Education

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): October 1, 2021

General Statement of Job

Under general supervision, plans, develops, directs, implements, and monitors all programs and procedures relative to local, state, and federal special education laws and regulations.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan Other duties may be required and assigned.

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| <ul style="list-style-type: none">• Provides leadership and support to principals on Individuals with Disabilities Education Act (IDEA) rules and regulations related to Individualized Education Programs (IEP), due process, discipline, and confidentiality |
| <ul style="list-style-type: none">• Participates in mediation sessions, due process hearings, and litigation proceedings; serves on various district-wide committees |
| <ul style="list-style-type: none">• Provides appropriate staff development opportunities for teachers and administrators concerning all aspects of special education services and IDEA |
| <ul style="list-style-type: none">• Directly supervises certified and classified personnel |
| <ul style="list-style-type: none">• Collaborates with parents, administrators, and district staff to address issues related to students with disabilities |
| <ul style="list-style-type: none">• Develops, implements, and monitors a continuous plan for improving student achievement for students enrolled in special education programs |
| <ul style="list-style-type: none">• Directs the resolution of complaints made to the Georgia Department of Education through due process hearings and mediations |
| <ul style="list-style-type: none">• Directs the preparation of state and federal reports, in compliance with federal, state, and local mandates. Monitors the implementation of the District Strategic Plan and Consolidated LEA Improvement Plan (CLIP) |
| <ul style="list-style-type: none">• Corresponds with private school systems, parent advocacy groups and private evaluators regarding student issues |
| <ul style="list-style-type: none">• Performs other duties as assigned |

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.

Education and/or Experience

Master's degree in Special Education, Education Administration, Curriculum Development, Psychology, or closely related area from a Professional Standards Commission approved accredited college or university is required.

Minimum five (5) years previous work experience with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy required.

Certificates, Licenses, Permits: Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6, or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership or Support Personnel License from the Georgia Professional Standards Commission (HR applies for SPL upon hire)

Valid Professional Standards Commission approved director of special education endorsement in addition to L-5 certificate acceptable.

Knowledge, Skills & Abilities

Knowledge of administration; supervision; research-based curriculum; instructional strategies; exceptional education laws, rules and procedures; gifted models; continuous improvement monitoring; due process/parental rights; child development; educational principles and approaches pertinent to children with autism, traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visual, hearing and orthopedically impaired children, children with speech/language impairments, and children with emotional and behavioral disorders

Skill in oral, written and interpersonal communication, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; writing and delivering an effective presentation; organization; and mediation.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional, and physical abilities and disabilities; provide individual and group instruction in the classroom and specialized facilities; enhance student competence; incorporate formal and informal outside resources into educational processes; maintain confidential information; use relevant computer applications, prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

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Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Decision Making: Ability to make appropriate business decisions.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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