

SANTA CRUZ COUNTY OFFICE OF EDUCATION

ASSISTANT DIRECTOR, SPECIAL EDUCATION

DEFINITION

Under general direction, to direct, supervise, plan, and coordinate programs for the learning disabled, severely disabled, emotionally disturbed, visually handicapped, physically handicapped, and speech, language, and hearing impaired within the Special Education Department; to coordinate assigned activities with other departments, outside agencies, and the general public; and to provide responsible and complex staff assistance to the Director of Special Education.

SUPERVISION EXERCISED

Exercise direct supervision over professional, technical and clerical staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Coordinate the organization, staffing, and operational activities for programs for learning disabled, handicapped, severely handicapped, emotionally disturbed, visually disabled, physically disabled, and speech, language, and hearing impaired students.

Participate in the development and implementation of goals, objectives, policies, and priorities for assigned programs; identify resource needs; recommend and implement policies and procedures.

Identify opportunities for improving programs and procedures, review with appropriate management staff, implement improvements.

Select, train, motivate and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.

Direct, coordinate and review the work plan for assigned programs; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods and procedures.

Participate in the development and administration of the Special Education Department budget, forecast additional funds needed for staffing, equipment, and supplies; direct the monitoring of and approve expenditures; recommend adjustments as necessary.

Coordinate assigned services and activities with those of other departments and outside agencies and organizations; coordinate services for students with community agencies including the San Andrea's Regional Center, Children's Mental Health, and Children's Protective Services.

Provide staff assistance to the Director, Special Education; prepare and present staff reports and other necessary correspondence.

Conduct a variety of modifications to Special Education Department programs, policies, and procedures as appropriate.

Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of special education.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Respond to and resolve difficult and sensitive inquiries and complaints.

Chair IEPs and ensure services are provided in accordance with goals and objectives developed.

Provide assistance to local administrators in the implementation and evaluation of a health services program for students.

Assist in the implementation and evaluation of programs of psychological services and counseling services.

Supervise special day classes, teachers, resource specialists, DIS personnel, and other special education services.

Coordinate mainstreaming efforts with school administrators.

Maintain close contact and communication with parents of students enrolled in special education programs.

OTHER JOB RELATED DUTIES

Perform related duties and responsibilities as required.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Operational characteristics, services and activities of a special education program.

Organizational and management practices as applied to the analysis and evaluation of programs, policies and operational needs.

Principles of budget preparation and control.

Principles of supervision, training and performance evaluation. Pertinent federal, state, and local laws, codes and regulations. Techniques of conflict resolution.

Various disabilities and syndromes including cerebral palsy, autism, Tourettes's, and ADD.

Programs, services, and curriculum appropriate for educating severely handicapped students.

Principles of child and human development.

Principles and practices of curriculum development and instructional teaching strategies.

Current trends, research, and development in the areas of student learning, student needs, and institutional responses.

Knowledge of (Continued):

Principles and practices used in evaluating the handicaps of children in order to ensure proper placement in programs including a broad range of handicapping conditions exhibited by students.

Appropriate behavioral management strategies and interventions.

Skill and Ability to:

Operate modern office equipment including computer equipment.

Operate a motor vehicle safely.

Manage and coordinate the work of professional and technical personnel.

Interpret and explain County Office of Education Special Education policies and procedures.

Recommend and implement goals, objectives, and practices for providing effective and efficient special education services.

Prepare and administer budgets.

Prepare clear and concise administrative and financial reports.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Research, analyze, and evaluate new service delivery methods, procedures and techniques.

Interpret and apply federal, state and local policies, procedures, laws and regulations.

Ensure County Office's and school districts' compliance with laws and regulations.

Effectively direct the provisions of special education programs in support of the County Office's departments, schools, and programs.

Communicate clearly and concisely, both orally and in writing.

Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.

Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

Bachelor's degree from an accredited college or university with major course work in education or a related field. A Master's degree is highly desirable.

Experience:

Four years of increasingly responsible teaching and education administration experience preferably at both the elementary and secondary levels which included experience in education of students with exceptional needs or with one or more handicapping conditions.

License or Certificate:

Possession of appropriate California Credentials.

Possession of, or ability to obtain, an appropriate, valid driver's license.

SPECIAL REQUIREMENTS

The physical demands described here 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.

Essential duties require the following physical skills and work environment:

Ability to work in a standard office environment with some ability to travel to different sites and locations.

Approval Date: June, 1994.