

MARION COUNTY JOB DESCRIPTION

Position Title: Assistant Director of Exceptional Child and Early Childhood Director

Job Class: 4050

Department: District Wide

Reports To: Director of Exceptional Child Education, Director of Early Childhood Education, or Superintendent

Approved By: Marion County Board of Education

Date: 4/13/2023

SUMMARY:

Under the supervision of the Director of Exceptional Child Education and Director of Early Childhood Education, coordinate the research and implementation of effective instructional programs for students with disabilities in the District and assist with the operation of the District's Special Education and Early Childhood Education programs and services. Oversee the special waivers, alternative placement setting, etc. Assist in the planning, development, implementation, maintenance, and evaluation of programs for individuals who qualify for special education and early childhood. Provide training to special education staff, preschool staff, general education staff, administrators, classified staff, and parents. Monitor program compliance in special education and early childhood education. Serve as a resource in the assessment and instructional planning of individuals who qualify for special education and preschool services.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Assist the Director of Exceptional Child Education and Director of Early Childhood Education to supervise, coordinate, and evaluate the school district's special education and early childhood education programs and services. Collects, analyzes, and interprets data as necessary and makes recommendations about programs for students eligible for services.
- Assist in meeting special transportation needs.
- Assist in the development and implementation of post-secondary programs in the district.
- Assist with the recruitment, interviewing, and training of all special education and early childhood personnel.
- Assess the effective operation of building IEP teams and serves as Chairperson for ARC meetings as directed and make recommendations for and assist in arranging in-service programs for special education and early childhood staff.
- Participate in planning for and calling staff meetings and cadres for special education and early childhood.

- Consult and collaborate with instructional staff, parents, community services, social workers, police liaison, and other professionals in addressing student concerns and making appropriate referrals to address problems.
- Provide leadership and training for the development, completion, and submission of the district's Alternate Assessment.
- Assume responsibility for professional growth, for keeping current with special education and early childhood regulations, literature, new research findings, and for attending appropriate professional meetings and conferences.
- Attend training sessions, conferences, seminars, district and departmental meetings.
- Perform all other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Kentucky Administrative Regulations governing students with special needs, and federal/state regulations governing the due process protections of students with special needs.
- Best practices/research, related to the academic, social and adaptive needs of students with disabilities.
- Data collection and analysis related to the academic and social/emotional growth of all students.
- Program evaluation and effective problem solving processes to facilitate student growth at the school and district level.

ABILITY TO:

- Collect and interpret the necessary data to ensure appropriate service delivery.
- Effectively and professionally manipulate technology for the purposes of research, data analysis, and reporting.
- Communicate research and program evaluation data to the appropriate staff/agency members for the purposes of supporting school and district initiatives.
- Make district and school recommendations as to the implementation of a MTSS to facilitate the academic and social/emotional growth of students.
- Manage the communication protocols between the district and school teams.
- Communicate effectively and professionally with community partners to provide a continuum of student support services.

QUALIFICATION REQUIREMENTS: 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.

EDUCATION and/or EXPERIENCE:

- Director of Special Education certification.
- Knowledge of state and federal regulations related to students with special needs.
- Experience in public school systems and program evaluation.
- Training and experience in creating and leading professional development opportunities.
- Expertise in research based interventions and a tiered system of support.
- Five (5) years of successful professional experience in appropriate areas.

CERTIFICATES, LICENSES, REGISTRATIONS: Certification as Director of Special Education.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions staff or students.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, area, circumference, and volume. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: 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.

While performing the duties of this job, the employee will frequently stand and talk or hear and sometimes walk and sit. The employee will occasionally reach forward or above the head, bend and twist at the neck and trunk more than the average person. Employee must have the ability to visit various buildings in the district. The employee must occasionally lift and/or move and push up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

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 is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.