

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	<b>Director of Student Support Service 9-12</b>
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	DRAFT - March 6, 2006

**POSITION OBJECTIVES:** To ensure that all students grades 9-12 have an appropriate educational program through planning, coordinating, and administering special education, 504, educational support system within the CCSU 9 through 12 continuum to enable students to receive the most appropriate educational experience possible.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

Coordinate support service programs grades 9 through 12 in the district.

- Uphold a shared vision and mission for special education and student support services, directly linked to current best practices in the profession and integrated with the overall Essex High School mission.
- Responsible for the development, operation and evaluation of all special education programs 9-12.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine program and student needs.
- Serves as LEA for Special Education team meetings 9-12.
- Supervises the process of referrals and completion of comprehensive evaluations for special education 9 through 12.
- Prepares and administers special education and 504 budgets 9-12.
- Maintains awareness of state requirements and regulations.
- Supervises and assesses the all aspects of regulatory compliance for special education, 504 and the educational support system 9-12.
- Maintains a direct line of communication to the building Principal and the Executive Director of Student Support Services in regard to support service issues and concerns.
- Assist the Executive Director of Student Support Services with coordination and/or implementation of in-service training workshops for regular and special education personnel as it applies to special education.
- Establishes workload and assignments of special education personnel.
- Assist in collection of data for Child Identification and Child Count activities.
- Assists in transportation services for eligible special education students.
- Coordinates services for students in need of hospitalization and/or homebound tutoring.
- Assists in recruiting, screening, and recommending selection of special education personnel.
- Plans, conducts, and/or supervises an orientation program for new special services personnel.
- Participates in appropriate local, state and national professional meetings.
- Serves as a consultant when appropriate to curriculum development committees.
- Attends Administrative Team meetings and when appropriate attends Regional Special Education Administrator meetings

**SUPERVISION RECEIVED:**

Evaluated by, reports to, and receives direction from the Executive Director of Student Support Services in coordination of the Principal of Essex High School.

## **SUPERVISORY RESPONSIBILITIES:**

Carries out supervision and evaluation responsibilities of professional positions that are under the direction of the position in accordance with the organization's policies and applicable laws.

Coordinates, supervises and implements supervision and evaluation of paraprofessionals in accordance with the organization's policies and applicable laws.

Participation in interviewing and hiring of special education faculty and staff 9-12.

Training employees; planning, assigning, and directing work; appraising performance; and addressing complaints and resolving problems in reference to special education faculty and staff 9-12.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Masters degree or higher
- Vermont certification as Special Education Coordinator
- Experience in teaching and/or administration of special education
- The Board and Superintendent may deem such other qualifications as desirable.

Language Skills. Ability to read, analyze, and interpret complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or school board members.

Mathematical Skills. Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Computer Skills and Experience: Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Experience with Microsoft Office preferred.

Reasoning Ability/Mental Requirements: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply those principles of logic and/or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

**PHYSICAL EFFORT AND STRESS.** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; climb or balance; and talk or hear. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 50

pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORKING CONDITIONS:**

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level is usually quiet to moderate.

.....  
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.