

Chittenden Central Supervisory Union

Job Description

JOB TITLE: Executive Director of Student Support Services

FLSA STATUS: Exempt

UPDATED: July 2007

POSITION OBJECTIVES: To ensure that all students have an appropriate educational program.

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

- Oversees the special education, guidance, health, and psychological services of the district.
- Responsible for the development, operation and evaluation of all special education programs. Works with principals, special and regular staff to assure delivery of appropriate services in the latest restrictive environment.
- Prepares and administers all special education budgets, and the disbursement of special education funds.
- Plans, develops, and coordinates, in a direct supervisory capacity, a district-wide system of health services.
- Maintains awareness of state requirements and regulations affecting school health programs.
- Coordinates an effective elementary district-wide guidance and counseling program for individual students, students groups, and parents, whether the child is served through an IEP or a regular academic program.
- Develops and implements the Local Education Agency Plan for Special Education, as required by P.L. 94-142.
- Conducts and/or coordinates in-service training workshops for regular and special education personnel as it applies to special education, guidance, and health.
- Provides for the implementation and supervision of procedures that maintain the district's compliance with all state and federal regulations pertaining to special education.
- Consults with Principals on Special Education, Nursing and Guidance services, programs and supervision and evaluation.
- Collect data for Child Identification and Child Count activities.
- Collects data for evaluating student progress, program effectiveness and resource utilization.
- Defines and improves under general direction of the Superintendent, the administrative structure of special education services to clarify line and staff operations and define job descriptions.
- Upon request of the building principal, the Executive Director of Student Support Services may assist in the evaluation and/or suspension of special education personnel in accordance with district standards and procedures. Director supervision and evaluation are the responsibility of the building principal in whose building special staff work.
- Established workload and assignments of special education personnel in cooperation with administrators. These are determined by PSA standards.
- Is responsible for annual reports or special reports as needed.
- Contributes and develops policies related in any way to special education services.
- Participates in and contributes to the Administrative Cabinet.
- Supervises the Chittenden Central School District's Regional Programs at the Educational Center and at Hiawatha.
- Arranges transportation services for eligible special education students.
- Participates in appropriate local, state and national professional meetings.
- Recruits, screens, and recommends selection of special education personnel in cooperation with the Principals and Assistant Superintendent.

- Disseminates to the public and staff information relative to special education services, objectives, and programs.
- Oversees IDEAB, EEI, BEST and EPSDT grants and Medicaid; completes the annual applications and evaluations for these programs, chairs appropriate committees and recommends to the Superintendent appropriate expenditures for these programs.
 - Is responsible for the selection, scheduling, and follow-up of any diagnostic procedures necessary to identify students eligible for special education services.
 - Is responsible for the selection, paperwork, and regularly scheduled meetings with appropriate personnel of all children placed in outside residential facilities.
- Supervises curriculum development in special education programs, coordinates special education curricula with the curricula for non-handicapped students, and sees that it is delivered in the least restrictive environment.
- Serves as a consultant or delegates consultation from a Student Support Service perspective to curriculum development committees.
- Coordinates with other Special Education Directors.
- Maintains confidential files of special education students in locked file cabinet at the Chittenden Central School District" Office. Assures confidentiality of school based special education files in each building.
- Plans, conducts, and/or supervises orientation for new special services personnel.
- Provides for own professional development through keeping current with the literature, new research findings, and improved techniques in specialized area, and by attending appropriate professional meetings.
- Sits on boards or committees and attends meetings to establish effective liaison with the various offices and agencies within the community and state that may provide specialized or professional help to students and their families, and serves as the referral agent to those offices and agencies when deemed appropriate.
- Performs such other duties or assignments as directed by the Superintendent.
- Works cooperatively with the school district attorneys in regard to matters of due process in special education.

SUPERVISION RECEIVED: Reports directly to the Superintendent/CEO of Schools while working independently for the most part, planning and implementing broad programs within the organization. Work is checked primarily through consultation and agreement with others rather than by specific directives from supervisors.

SUPERVISORY RESPONSIBILITIES:

Job Evaluation Manual Page 14. Sample language below.

1. No formal supervisory duties. May train, assist and occasionally direct junior co-workers, but generally works along with those persons.
2. Trains and assigns/directs the activities of several persons (up to four - work is diverse or complex; up to ten - work is uncomplicated and highly routine); may advise on hiring and performance review to a limited extent, but is not considered responsible for quality of work or personnel decisions OR trains and plans, assigns and is responsible for quality of work of one or two persons, if work is diverse/complex, up to six if routine; plays key advisory role in evaluation, hiring, firing, and compensation.
3. Trains and assigns/directs the activities of a moderate number of persons (5-10 if work is diverse/complex, up to 25 if highly routine); may advise on hiring and performance appraisal to a limited extent, but is not considered responsible for quality of work or personnel decisions. OR Trains and plans, assigns and is responsible for quality of work of several persons (3-5 if work is diverse/complex, up to 10 highly routine); plays key advisory role in evaluation, hiring, firing, and compensation. OR Has full supervisory duties and responsibilities for one to two persons if work is diverse/complex; several (3-5) if highly routine.
4. Manages 15 subordinate supervisors who supervise a total of 250 employees in the Assistant Principals, Department Chairs, and Office Manager. Is responsible for the overall direction, coordination, and evaluation of these units. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and

directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

5. Directly supervises 25 employees in the Maintenance & Custodial. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

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: (occasionally, frequently, regularly, constantly)

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: (occasionally, frequently, regularly, constantly)

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

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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.