

JOB TITLE: **SUPERVISOR, SPECIAL EDUCATION**

REPORTS TO: Coordinator, Department of Special Education

POSITION PURPOSE:

To supervise staff in the planning and implementation of direct and indirect services to students enrolled in special education programs. Assignment may include duties in one or more of the following programs: Functional Living Skills, Occupational Therapy/Physical Therapy Motor Services, Speech, and Related Services. General duties may include hiring, observation and evaluation of staff, program development and evaluation, coordination of services with district staff, management and communication of written reports, policies and procedures and to adhere to all requirements under federal and state laws pertaining to Special Education.

NATURE & SCOPE:

This position is subject to board policies, administrative rules and procedures, department regulations and applicable State and Federal statutes. This position carries specific administrative authority to effect the responsibilities in this job description. All commitments outside of authorized programs and services are subject to prior approval by the supervisor of this position.

ESSENTIAL LEADERSHIP QUALITIES:

1. Trust: Develop trust among co-workers through honesty and fairness.
2. Communication: Communicate in an inclusive and collaborative manner.
3. Vision: Lead with vision and follow-through.
4. Personal Qualities: Be respectful, caring and courageous.
5. Management Style: Be visible, humble and a team player.
6. Agency-wide perspective: Be involved in, and supportive of continuous overall improvement of MESD.

ESSENTIAL JOB FUNCTIONS:

1. Supervise and evaluate assigned licensed, certificated and classified staff and implement progressive discipline principles, if needed. Establish schedules for and conduct observations and evaluations within timelines.
2. Direct, assist, and review the staff scheduling, assessment, instructional activities and report writing activities for students referred for evaluation and/or program placement.
3. Plan, implement and evaluate staff development activities based upon identified staff needs, changes in state/federal laws, and projected trends in regular and special education.
4. Supervise the planning and implementation of individual education plans (IEP's) and related due process mandates provided by TSPC licensed, State licensed and classified personnel.
5. With the coordinator and director, oversee and assist in the writing and review, evaluation and revision at least annually of the program service objectives for each program assigned to the supervisor.
6. Participate in the establishment of program budgets annual and regularly monitor expenditures.

7. Manage collective bargaining agreements, gather data, synthesize results, and submit written/verbal reports to the districts, regional programs, and state agencies with which MESD has entered into agreements and/or contracts.
8. Oversee personnel changes, recruit, interview, and recommend for hire, staff according to the District staff selection process as needed or requested.
9. Work cooperatively with local school district, community agencies, and state agencies, to appropriately implement and coordinate student services.
10. Establish and monitor procedures for the selection and purchase of evaluation instruments, protocols, adaptive equipment, instructional materials and curriculum for assigned programs.
11. Communicate and monitor the district and department policies and procedures regarding staff responsibilities as related to their individual job descriptions.
12. Communicate effectively with school personnel, parents, other professionals, advisory groups, and/or coordinator, in order to serve referred and enrolled students, plan for and operate services.
13. Participate in ongoing professional growth activities to enhance knowledge and skills related to instructional service delivery models; accommodations and adaptations for students with disabilities; and supervisory practices.
14. Perform related duties as assigned by the Coordinator which are indicated to assure effective program outcomes.
15. Adhere to the policies of the district and procedures of the department and/or section.
16. Interpret and assist staff in implementation of rules and regulations of state and federal agencies for special education.
17. Maintain satisfactory job attendance record.
18. Use personal safety techniques to avoid exposure and injury to self students and other staff.

ESSENTIAL PROGRAM FUNCTIONS:

1. Assist the associate director in the administration and management of areas of responsibility adhering to district policy, procedures and administrative guidelines.
2. Assist with the purchase and monitoring of related materials for program sections to assure appropriateness of selections to meet student needs.
3. Observe related activities in classrooms and/or itinerant staff.
4. Provide supervision to staff in planning behavioral and therapy programs for individual children.

5. Meet with school district personnel and related agency personnel as directed.
6. Attend Advisory Committee meetings and disseminate information regarding programs.
7. Conduct staff meetings

OTHER JOB FUNCTIONS:

1. Serve in a resource capacity to MESD programs and component districts.
2. Attend staff and administrative meetings.
3. Maintain records and write reports.
4. Conduct parent conferences as needed.
5. Transport students as necessary.
6. Perform other duties as assigned.

WORKING CONDITIONS:

Work is performed in a wide variety of locations, including office and school environments. May work with high stress student, family, or personnel situations. May require restraining students and occasional lifting up to 70 pounds. Involves sitting, walking and attendance at evening and weekend meetings. Requires the use of computers, office equipment and driving personal vehicle.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to objectively evaluate and document student learning, staff performance and the achievement of program objectives.
- Emotional and physical stamina to perform duties as required by the designated task, except for temporary disability.
- Effective and strong oral/written communication skills in order to work collaboratively with a variety of school and community personnel and parents of students with disabilities.
- Knowledge of computer skills for word processing with ability to write/analyze/compile data for required reports.
- Knowledge, training or experience in computer-assisted instruction, instructional computer software, computer hardware, data processing, and word processing.
- Training or experience in writing, compiling, editing, organizing and implementing developmentally-based behavioral and therapy curriculum.
- Demonstrated leadership and project organizational skills and the ability to carry out multiple projects as assigned.
- Ability to be flexible and fluid with schedule or meeting changes.

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- Ability to coordinate and collaborate well with local education agencies and outside agencies.
- Vehicle for use on the job, valid driver's license and driving record acceptable to agency carrier.

EDUCATION AND EXPERIENCE:

1. Hold a Masters Degree in one of the following:
 - Speech and Language Pathology,
 - OT/PT Motor Skills, or
 - Special Education Teaching
 2. Valid Oregon Administrative License with Administrator Endorsement, or Personnel Services License with Supervisor endorsement or equivalent competencies to obtain such certificate.
 3. Within the last five years, at least one year of experience of related duties in special education supervision, consultation, lead teaching, district level program coordination or equivalent assignment in a leadership role.
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The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.