

TITLE: Assistant Director of Macon-Piatt Special Education

PURPOSE:

To assist the Director of Macon-Piatt Special Education in providing sound educational programs for students with disabilities. This includes, but is not limited to, recommending hiring of staff, supervising staff, and evaluating staff.

QUALIFICATIONS:

1. Master's degree in special education or a related field.
2. Type 75 Administrative Certificate and Director of Special Education Endorsement.
3. Minimum of two years of supervision and/or administration of special education services.
4. Minimum of three years successful work experience in the field of special education.
5. Knowledge of special education policies and procedures.
6. Ability to develop and implement plans for improvement of instruction and to function effectively as a member of the administrative team.
7. Ability to communicate effectively and professionally.
8. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

IS A MEMBER OF: The District Leadership Team when requested.

REPORTS TO: Director of Macon-Piatt Special Education District.

SUPERVISES:

- School Psychologists.
- Itinerant Staff as Applicable.
- Program Specialist as assigned.

MAINTAINS LIAISON WITH:

- All Administrators
- Local and State Agencies dealing with special education services
- Special Education Staff

ESSENTIAL FUNCTIONS:

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Coordinates recruitment, employment, promotion and dismissal of Certified and Non-Certified Special Education Staff as assigned.
2. Analyzes staff to student ratios and make staffing recommendations.
3. Evaluates and develops administrative and support personnel assignments.
4. Consults, disseminate information, and act as a resource to Special Education Administration and Staff on special education policies and procedures.

5. Maintains liaison with the Illinois State Board of Education, Area Special Education Cooperatives, assigned District Administration, Community Agencies, and Universities.
6. Makes recommendations to update District level policies, procedures, criteria, and forms to reflect changes in special education rules and regulations.
7. Coordinates Special Education Professional Development opportunities for Administrators, Special Education and General Education Staff.
8. Develops and disseminates yearly needs assessment surveys to determine professional development needs throughout the cooperative.
9. Coordinates the development and implementation of summer programming services including extended school year and case study evaluations.
10. Acts as a mentor to Special Education Administrators.
11. Facilitates meetings with parents, staff, and administration to resolve individual programming issues.
12. Acts as a District resource in the implementation of special education policies and procedures and 504.
13. Participates in District level and special education administrative meetings, advisory committee meetings, and task force meetings as assigned.
14. Maintains current in the field of education.
15. Helps to ensure compliance with special education laws, practices, and procedures.
16. Consults with building principals regarding special education needs and/or concerns hindering student academic progress.
17. Assists the Director with routine oversight of student Individual Education Plans (IEP).
18. Attends trainings, seminars, conferences, or professional development designed to strengthen his/her pedagogy.
19. Under the direction of the Special Education Director, monitors, reviews, and makes recommendations regarding the cooperative's budget.
20. Assists the Director in ensuring students with disabilities in the member Districts are receiving appropriate accommodations.
21. Under the direction of the Special Education Director, help to ensure there are collaborative opportunities in place to keep families and stakeholders abreast of the progress of the programs and academic progress of students that attend.
22. Performs such other tasks and assume such other responsibilities as may be assigned.

Note: Reliable transportation is needed.

TERMS OF EMPLOYMENT:

Salary to be established by the Board. Twelve-month position (260 days).

GRADE LEVEL: 16

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

PHYSICAL DEMANDS

Handle work which deals mostly with people, objects, equipment in a general setting; depth perception and field of vision are important. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each shift.

Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

MENTAL DEMANDS

Administrator must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the Administrator must be prepared to handle accidents and emergencies at any time.

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 Administrator will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Administrator will have to supervise, or make sure students are supervised at all times.

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