

**TITLE**

*Supervisor of Special Education*

**QUALIFICATIONS**

- Valid teacher's license with appropriate endorsement; and
- Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a master's degree.

**JOB GOAL**

To provide a sound educational program for students who require at least a partially different program from regular classroom programs.

**ESSENTIAL FUNCTIONS**

- Supervises the maintenance of records of all handicapped students;
- Compiles necessary data used in census reports to state and/or federal agencies;
- Develops and presents to the State Department of Education the yearly Board-approved plan for the education of all handicapped students;
- Supervises and evaluates the coordination of special education services with the regular curriculum;
- Acts as the system's contact person to outside agencies dealing with the evaluation and/or placement of handicapped students;
- Makes all necessary arrangements for Multi-Disciplinary Team meetings in coordination with principals and special education staff;
- Coordinates a plan for dissemination of information to parents;
- Acts as consultant to all special education personnel in regard to program planning and implementation;
- Submits to the director all requisitions for special education services;
- Directs the formulation and implementation of individual educational plans for handicapped students and develops procedures for placement, evaluation, assignment, and reappraisal of students;
- Keeps abreast of changes pertaining to the handicapped, as well as with the current trends of educating all exceptionalities, and informs and advises staff of such;
- Works with system-wide curriculum committee to ensure provisions are made for handicapped students;
- Serves in an advisory capacity in regard to screening procedures and keeps on file the results of such screening activities, notifies parents of particular needs, and advises teachers on the use of screening results in modifying teaching methods; and
- Presents recommendations regarding needed areas for in-service, modification of existing programs, and implementation of needed additional services to handicapped students.

## **PHYSICAL DEMANDS**

This job may require lifting of objects that exceed 50 lbs., with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

## **TEMPERAMENT (Personal traits)**

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- Adaptability to dealing with people beyond giving and receiving instruction.
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

- Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- Verbal: Ability to understand meanings of words and the ideas associated with them.
- Numerical: Ability to perform mathematical operations quickly and accurately.
- Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
- Color Discrimination: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

## **WORK CONDITIONS**

Normal working environment.

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.

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