



JOB DESCRIPTION

POSITION TITLE:	Director of Special Education
DEPARTMENT & PROGRAM:	Special Education (School-age Programs)
WORK YEAR:	240 days 12 months
SUPERVISED BY:	Assistant Superintendent
ASSOCIATION:	Management Meet, Confer, Consult (Non-represented)
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Special Education Director provides vision and leadership for Clackamas ESD's programs for children with disabilities in kindergarten through post high school. The director is responsible for the provision of quality special education services to the ESD's clients, including local school districts, students, and their families. The director is responsible for the fiscal, human resources, and public relations operations within the department. The director is responsible for the department's compliance with the Individuals with Disabilities Education Act (IDEA). The director supervises the administrative leadership team of the department, may help with everyday management and supervision of programs and serves as a member of the executive management team.

ESSENTIAL FUNCTIONS:

1. Leads the design, direction, and management of all school-age special education programs and services to meet the needs of children, their families, and partner school districts
2. Facilitates the use of high standards of professional practices in the delivery of services to children/students
3. Recommends appropriate service and staffing levels; monitors and evaluates efficiency and effectiveness of service delivery models and makes modifications as needed
4. Directs the development of special education program budgets; organizes resources within the department to accomplish the mission of the ESD and provide for the most effective and efficient delivery of special education services; assumes responsibility for the protection of departmental assets
5. Represents the department's services, needs, and interests to the superintendent and other ESD department directors
6. Works collaboratively with other departments, including Early Childhood Special Education, to make efficient use of resources and meet the needs of students and staff.
7. Works closely with leaders from component districts to support student success and ensure effective communication.
8. Plans strategically, gathers information, and analyzes ongoing and future directions for special education services
9. Delegates responsibility and authority to personnel within the department consistent with ESD policy and practice
10. Establishes clear and transparent communication protocols that provide for a flow of information to and dialogue with local school districts, department staff, and community/state organizations
11. Collaborates with the ESD Human Resources Department to develop job descriptions and recruit, select, supervise, and evaluate department personnel
12. Establishes working conditions which promote effective performance and a positive, productive work environment
13. Coordinates the department administrative leadership team and supervises its members
14. Manages the development and implementation of contracts with LEAs and other agencies for which special education services are provided, as well as contracts with personnel who provide special services
15. Ensures legal and regulatory compliance for all special education programs, services, and activities
16. Administers the labor contracts within the department
17. Plans for the development of ongoing program evaluation strategies with the superintendent, advisory committee, and department staff that provide feedback and direction for special education services provided to the ESD clients
18. Provides leadership and support to local districts in the area of special education



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19. Guides the use of professional development resources to the accomplishment of department personnel goals
20. Serves as a liaison between the Oregon Department of Education and other public and private organizations relative to special education services
21. Directs the preparation and submission of reports for compliance with state and federal laws
22. Coordinates the functions of the department's advisory committee

The description contained herein reflects general details as necessary to describe the principle 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. Employees who hold this position may be asked to perform other duties as assigned.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Master's degree in special education or related field
2. Appropriate administrative license as required by Teacher Standards and Practices Commission
3. A minimum of three years of recent successful experience in special education administration in public education with skills sufficient to perform the essential functions
4. A minimum of three years of recent successful experience supervising licensed and classified employees; experience supervising administrative employees preferred
5. Comprehensive knowledge of current Oregon laws, policies, administrative rules, and model programs related to special education services for kindergarten through post high
6. Comprehensive knowledge and demonstrated ability to apply concepts and rules of IDEA to situations requiring frequent application and decisions related to department operations, policies, and procedures
7. Comprehensive knowledge of current theory, research, and effective practices in the areas of evaluation and instruction in special education for children and students with a variety of disabilities
8. Recently successful experience collaborating with executive-level administrators to achieve organizational goals



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9. Demonstrated ability to lead, organize, and align resources, and apply system change theory to the provision of services to students with disabilities
10. Demonstrated ability to analyze complex situations such as personnel or program issues and to develop and implement corrective actions and strategies for departmental success
11. Proven skill in providing strong leadership to build consensus among diverse groups, including department personnel, component school districts, and partner agencies
12. Demonstrated ability to contribute to conditions that support all employees in striving for excellence in the face of ongoing change
13. Demonstrated ability to manage complex multi-million dollar budgets from a variety of sources including the ESD general fund, contracts with local school districts, contracts with Oregon Department of Education, and contracts with partner private and public agencies
14. Proven excellence in interpersonal skills and communication
15. Demonstrated skill in prioritizing multiple complex tasks, establishing mission critical goals and managing time to maintain a laser like focus on achievement of goals
16. Demonstrated ability to focus on the executive functions of the position
17. Demonstrated ability to effectively delegate roles and responsibilities to subordinates
18. Written and oral communication skills sufficient to perform essential functions
19. Physical and mental attributes sufficient to perform essential functions

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles



PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- Light/Medium work.** Lifting 30 pounds maximum with frequent lifting and/or carrying of objects up to 15-20lbs; or requires walking or standing to a significant degree. If someone can do light/medium work, we determine that he or she can also do sedentary work

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)									
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.									
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
		General school supplies, teaching materials, food items, and backpacks							
26-50 lbs		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
		Positioning of students in wheelchairs and assisting in the transfer of students.							
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently	Continuously

Employee may need to: (X = REQUIRED)									
Bend		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Climb	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently	Continuously
Crawl	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently	Continuously
Drive		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Kneel		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently	Continuously
Reach (above shoulder)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently	Continuously
Reach (forward)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently	Continuously
Sit		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently	Continuously
Squat		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently	Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously



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Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Hands may be used for: (X = REQUIRED)										
Grasping		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously



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Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Moving Objects	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Noise	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Safety Equipment	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wetness	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously



MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | = Not Required

REASONING ABILITY:

- Complete routine, repetitive tasks with simple instructions
- Follow detailed instructions that require few changes
- Follow detailed procedures with several potential variables
- Accurately interpret behaviors and nonverbal communication and act on decisions
- Demonstrate logical or deductive thinking
- Provide creative, innovative solutions to job problems

CALCULATIONS:

- Perform simple copying, addition, counting, subtraction
- Perform multiplication and division
- Understand the metric system and conversions
- Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

LANGUAGE:

- Read and understand product labels, policies written at the 10th grade level
- Follow verbal or demonstrated instructions
- Explain simple directions, copy data from one form to another
- Complete form letters or answer routine correspondence
- Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- Prepare complex reports and documents
- Speak with individuals and small groups in an articulate manner
- Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.