

**ZANESVILLE CITY SCHOOLS DISTRICT
JOB DESCRIPTION**

TITLE:	Special Education Supervisor	REPORTS TO:	Director of Special Education
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TRAINING QUALIFICATIONS

- Valid certificate/license as special education teacher.
- 3 years successful teaching experience.
- Knowledge of the laws and regulations pertaining to preschool special education and school age special education.
- Preferred Administrative certification/license. (M.Ed., M.A. or M.S.)
- EMIS / PowerSchool knowledge.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REQUIRED SKILLS AND ABILITIES

- **Communication Skills:** Must be able to read, analyze, and interpret information relevant to the position, including being able to speak effectively to small and large groups of people, and to communicate clearly and concisely both orally and in writing.
- **Leadership Ability:** Must be able to articulate a vision and mission for the district and provide the appropriate direction, guidance, and management skills to achieve them.
- **Mathematics Skills:** Must have the ability to work with basic mathematical and computational concepts.
- **Reasoning Ability:** Must be able to define problems, collect data, establish facts, and draw valid conclusions.
- **Technology Skills:** Able to effectively use, as it applies to your specific job function, typical office applications and computer programs such as word processing, spreadsheets, and presentations; must be able to use email.

PERSONAL QUALIFICATIONS

- Demonstrates enthusiasm and a sincere desire to aide and ensure the safety of all.
- Is able to accept constructive criticism/feedback.
- Demonstrates professional tact and diplomacy with administrators, staff, teachers, students, parents and the diverse community.
- Is conscientious and assumes responsibility for one's own work performance.
- Anticipates problems and unforeseen events and deals with them in an appropriate manner.
- Demonstrates an ability to make proper decisions when required.
- Demonstrates loyalty to the administrative team.
- Possesses high moral character and a good attendance record.
- Promotes good social relationships as well as promoting good public relations by personal appearance, attitude and conversation.
- Participates in appropriate professional organizations and their activities.
- Maintains a calm attitude and sense of control at all times.
- Maintains a high level of ethical behavior and confidentiality of information.
- Possesses the ability to be flexible and adaptable to changing situations.

JOB GOAL

To provide instructional services, resources, and direction to those staff members who are directly responsible for evaluation and instruction of students with disabilities.

WORK ENVIRONMENT/CHARACTERISTICS AND CONDITIONS

The work environment characteristics described here are not listed in order of importance, and are representative of those an employee encounters while completing the duties and responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the duties and responsibilities. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.

- Occasional work that may extend beyond the normal workday.
- Occasional exposure to blood, bodily fluids and tissue.
- Occasional operation of a vehicle under inclement weather conditions.
- Occasional interaction among unruly children/adults.
- Many situations that require hand motions, e.g., computer keyboard typing, writing.
- Consistent requirements to sit, stand, walk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb and stoop.
- Consistent requirements to lift, carry, push and pull various supplies and/or equipment up to a maximum of 50 pounds.

DUTIES AND RESPONSIBILITIES

1. Attend building assistant intervention team/respond to intervention meetings.
 - a. Monitor and assist principals in the development of paperwork as needed.
 - b. Assist team's development of intervention plans and strategies and monitoring systems for individual students.
2. Take lead to write Corrective Action Plans from ODE reviews.
3. Assist building principals with the development 504 Plans and monitor the carry over as students move from building to building within the district.
4. Attend building ETR Meetings.
 - a. Monitor and assist Psychologist with paper work as they compile the information necessary for a complete ETR (Evaluation Team Report).
 - b. Collaborate with the team if the student does qualify for special education as outlined in IDEA.
5. Plan and implement Professional Development for Special Education Staff, coordinating it with the Department of Teaching and Learning as well as Building Administration.
 - a. Take lead with the development and implementation of short and long-term special education goals and objectives, including appropriate staff development.
6. IEP Writing Progress Reports.
 - a. Train special education the process for writing IEPs
 - b. Train special education staff IEP AnyWhere and maintain IEP AnyWhere rosters.
 - c. Trouble shoot with special education teachers and technology support when software system is not working correctly.
 - d. Track progress reports at each building to verify special education teachers are completing the tasks.
 - e. Attend IEP meetings in the district and out of district, to assure needs are being met for individuals.
 - f. Help teachers obtain the necessary materials including supplemental materials or special equipment.
7. Development of functional behavior plans and intervention behavior plans.
 - a. Assist special education staff and building teams develop individual plans for behavior student who are already receiving special education services including behavior strategies and documentation processes.
 - b. Provide assistance to families in the home and supports, including behavior charts and online websites that be used in the home.

8. Home Instructions
 - a. Track IEP's for students going on home instruction and then returning back to the school. Assure paperwork is completed appropriately per ODE.
 - b. Assist Executive Director of Students in finding the appropriate instructor for the individual student.
 - c. Assist with Alternate Assessment needs.
9. Supervision of related services OT/PT.
 - a. Assure outside agencies we contract with are aware of the IEP schedule.
 - b. Monitor and train OT/PT on the new ETR/IEP forms.
 - c. Train and assist OT/PT on IEP Anywhere.
10. Alternate Assessment
 - a. Compile lists of students in district and out of district who will be participating in Alternate Assessment.
 - b. Assure staff is trained through State Support Team.
 - c. Assist with ordering of materials.
11. Oversee the child identification, multi-factor evaluations, and IEP/LRE processes to ensure compliance with the appropriate laws, rules and policies (PK-12).
12. Special Education Preschool
 - a. Collaborate with preschool staff in the Community.
 - b. Supervise special education preschool staff.
 - c. Assure all testing components for special education preschoolers are completed.
 - d. Assign and manage special education ages 3-5.
 - i. Maintain spread sheet of all referrals.
 - ii. Assign special education teacher to referral.
 - iii. Attend all early intervention meetings beginning at age 2/3.
 - iv. Maintain EMIS information for enrollment.
 - v. Secure proper placement of students age 3-5.
13. Coordinate the implementation of laws, rules, regulations and policies related to confidentiality and procedural safeguards as pertaining to special education.
14. Starlight MRDD School Age and Preschool.
 - a. Attend all ETR/IEP meetings.
 - b. Assist with IEP writings with Principal.
 - c. Assist with Alternate Assessment Principal/Staff.
 - d. Assure students are receiving services and individual needs.
15. Serve as a consultant and/or resource person to school personnel, students, parents, and various community members regarding special need students and programs.
16. Recommend policies and programs essential to the needs of exceptional children and assist with the preparation of school policies that address special education students.
17. Assist in recruitment, selection and recommendation for hiring of special education personnel in coordination with special education coordinators and assistant superintendent.
18. EMIS Data Collection.
 - a. Assist in entering all special education student data into EMIS who are residents of the city of Zanesville.
 - b. Correct errors that are submitted to EMIS Coordinator from ODE regarding SPED EMIS reporting.
19. Make recommendations on design, furnishing and equipment and location of new or relocated special education classrooms.
20. Coordinate the ordering of all district special education testing materials and equipment.
21. Attend staff, professional, and inter-agency meetings when appropriate.
22. Assume responsibility for own professional growth and development, including new legal requirements; for keeping current with the literature, new research findings, and improved techniques and for attending appropriate professional meetings and conventions.
23. Consult with the Educational Service Center concerning the role, function and job performance of special education personnel assigned to the district by the Educational Service Center.

24. Coordinate the completion of selected state, federal and local applications, grants, inspections and reports pertaining to special education.
25. Complete all other duties as assigned by the superintendent and/or assistant superintendent.

TERMS OF EMPLOYMENT	260 Contract Days
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