

SPECIAL EDUCATION DIRECTORS'
RESPONSIBILITIES AND RELATED DUTIES

I. LEADERSHIP

- a. Determining what systems are needed
- b. Organizing (Sharing of Systems)
- c. Organizing physical spaces
- d. Setting up systems such as personnel files, tickler system, resources for teachers
- e. Organizing folders, administrative records
- f. Knowing what, when, and how to delegate
- g. Knowing and organizing information will be needed later for reports and other's reports for which I will be asked to provide data
- h. Collaborating with other administrators
- i. Knowing and being able to apply strategies to resolve conflicts effectively
- j. Being able to use effective communication skills with all stakeholders

II. Planning and Improving Curriculum and Instruction

- a. Creating a Teachable Teacher
- b. Being able to provide curriculum and program alignment
- c. Understanding and being able to design strategies for ensuring inclusion of special need child with the other 25 general education students
- d. Ensuring programs meet student needs, including case load management and levels of service
- e. Providing resource ideas
- f. Ensuring resource materials are available
- g. Knowing how to manage student behavior
- h. Understanding and being able to demonstrate strategies of differentiated instruction
- i. Understanding and being able to develop strategies of RTI
- j. Being able to co-teach and to collaborate with general education teachers
- k. Understanding and being able to use as a tool common core standards

III. POLICIES AND PROCEDURES

a. IEPS

- i. Knowing IEP process (Including IEP Boot Camp Components)
- ii. Being able to use the Special Education Automated System (SEAS)
- iii. Knowing and complying with timelines
- iv. Having the knowledge necessary to ensure content accuracy
- v. Being knowledgeable of resources which are available
- vi. Knowing and compiling the data from the IEPs which are required for State Reports
- vii. Facilitating team meetings and team decisions

b. Special Transportation

- i. Knowing the transportation requirements under federal and state law (reimbursement, bus type) and what the specific districts provide
- ii. Assessing student needs, including safety and behavior issues
- iii. Providing bus driver/ assistant training, including behavior issues

c. Compliance Issues, including data collection

- i. Using the requirements of “Accountability at a Glance” as a tool and as a guide for collecting data to be needed later
- ii. Tabbing areas in procedures manual, which personalize it and makes it usable; tabbing by real-life issues (always ensuring that updates are included). Creating a personalized index by issue.
- iii. Understanding the law and related regulations, which determine why we do much of what we do, including those concerned with discipline of students
- iv. Understanding alternative assessment
- v. **GOAL: Digitize procedures manual, making it conveniently and easily searchable**

IV. COMMUNITY RELATIONS

a. Providing training for parents

- i. Identify parent training needs

- ii. Providing trainings for parents, including parent rights
- iii. Securing parent surveys from the State Department
- iv. Identifying community resources and referring parents to them
- v. Providing information on trainings available through other groups
- b. Problem solving with parents
- c. Demonstrating communication skills
- d. Knowing what not to say
- e. Knowing what resources are available and how to access them
- f. Demonstrating skills in negotiations and conflict resolution
- g. Know how to structure and facilitate meetings

V. PERSONNEL Practices

- a. Understanding certification, licensure, credential, and HQ requirements and the related resources available; such as Regional Accreditation Officers (RAO) and Project KNOTTT
- b. Understanding OKLA Personnel Standards—PMP
- c. Hiring teaching and support staff
 - i. Working with HR to create recruiting strategies
 - ii. Determining if any stipends or other incentives are available for high-needs areas
 - iii. Knowing labor contract provisions that affect hiring
 - iv. Being aware of legal issues related to interviewing and hiring (including handling applications of candidates under contract to other Oklahoma districts)
 - v. Being aware of testing dates and funding sources to support testing requirements
 - vi. Determining current and projected vacancies
- d. Supervising certified personnel
 - i. Demonstrating communication skills
 - ii. Understanding related labor contract provisions and regulations
 - iii. Making appropriate assignments
 - iv. Being able to schedule assigned classes
- e. Evaluating personnel
 - i. Observing work performance

- ii. Communicating effectively what has been observed
 - iii. Coaching and developing a Personal Development Plan or a Plan of Improvement
- f. Contracting for related service providers
 - i. Negotiating related services contracts; knowing the going rate for these services
 - ii. Ensuring administrators and HR are aware of ramifications of hiring contracted personnel
 - iii. Ensuring contract fulfillment by contracted personnel. Having checks and balances in place to track hours(time sheets), mileage, services purchased
 - iv. Ensuring compliance with legal and regulatory requirements for paying contracted personnel

VI. FISCAL MANAGEMENT

- a. Budgeting and anticipating budget needs, including rising costs, indirect costs, and fringe benefits
- b. Knowing budget sources, such as IDEA, Medicaid, State funds and how to access each source
- c. Ensuring accurate and timely completion of requests for federal funds
- d. Knowing and being able to use Oklahoma Cost Accounting System (OCAS), including the coding requirements
- e. Understanding what the terms “supplant” and “maintenance of effort” mean
- f. Being aware at all times of current fiscal commitments