

SERIES 200 – ADMINISTRATION

Administrative Team - 230

Job Description of the Director of Special Education/School Psychologist – 235.1

BASIC FUNCTION

The Director of Special Education/School Psychologist is directly responsible for all aspects of the special education program at the Norwalk-Ontario-Wilton School District. The Director of Special Education/School Psychologist shall act in an advisory capacity to the Superintendent on all matters pertaining to the formulation and execution of board policy as it relates to the special education program. This position is directly responsible to the Superintendent in performing all assigned tasks and duties, organization, and administration within the special education program.

REPORTS TO: Superintendent

SPECIFIC RESPONSIBILITIES

A. Administrative

1. Shall complete and submit special education reports at the local, state, and federal levels.
2. Shall Act as a facilitator and local educational agency representative on all individual education program meetings.
3. Shall oversee and evaluate all special education teachers and aides.
4. Shall be involved in interviewing and recommending to administration personnel hires in the special education department.
5. Shall consult with the Superintendent and district Bookkeeper on the special education budget, including IDEA funds and flow-through dollars.
6. Shall oversee activities and spending in grants obtained in the early childhood and special education area.
7. Shall determine the in-service needs of the special education staff within the constraints of the school district budget.
8. Shall submit a preliminary Fund 27 supply budget by March 1 to the Superintendent.

9. Shall communicate with the Superintendent when possible Transfer of Service opportunities are available.
10. Shall do background work on open enrollment applications into Norwalk-Ontario-Wilton Schools to obtain any necessary special education information.

B. Special Education Program Operations

1. Will collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
2. Shall help others understand child development and how it affects learning and behavior.
3. Shall strengthen working relationships between teachers, parents, and service providers in the community.
4. Evaluate students for eligibility for special services.
5. Assess academic skills and aptitude for learning.
6. Determine social-emotional development and mental health status.
7. Evaluate learning environments.
8. Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance.
9. Work directly with children and their families to help resolve problems in adjustment and learning.
10. Provide training in social skills and anger management.
11. Help families and schools manage crises, such as death, illness, or community trauma.
12. Promote tolerance, understanding, and appreciation of diversity within the school community.
13. Collaborate in the development programs to make schools safer and more effective learning environments.
14. Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.

15. Develop partnerships with parents and teachers to promote healthy school environments.

C. Research and Development

1. Shall evaluate the effectiveness of the academic and behavior management programs.
2. Shall identify and implement programs and strategies that are researched based to improve schools.
3. Use evidence-based research to develop and/or recommend effective interventions.
4. Attend Superintendent approved special educations workshops, conventions, meetings, and in-services to assure his/her professional development.
5. Keep abreast of literature relating to new products, services, techniques, skills, and research in the area of special education.

D. Records and Information

1. Shall utilize and teach special education staff to utilize the S.E.E.D.S. software for special education.
2. Shall hold, secure, and maintain all student Individual Educational Programs.
3. Shall communicate with other school officials on student placements when special education students enroll or leave the school district.

Adopted: 10/16/06