

**ANTELOPE ELEMENTARY SCHOOL DISTRICT  
JOB DESCRIPTION  
DIRECTOR OF SPECIAL EDUCATION**

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**POSITION:** Director of Special Education

**TERMS OF EMPLOYMENT:** 205 Days

**REPORTS TO:** Superintendent

**MINIMUM QUALIFICATIONS:**

- Mild/moderate or moderate/severe special education credential or school psychologist credential
- Three (3) years teaching experience as a special education teacher and /or resource
- Strong Background in Special Education
- Valid California Administrative Services Credential
- Master's Degree Desirable
- Valid California Driver's License

**GENERAL SUMMARY**

Under the direction of the Superintendent, plan, implement, supervise, coordinate, and evaluate the District's Special Education programs and student support services.

**PRINCIPLE DUTIES AND RESPONSIBILITIES**

- Oversee and manage the Special Education program including servicing as the Special Education Administrator.
- Assists and /or develops assessment plans for students being considered for special education certification.
- Observes, consults with and assists certificated and classified staff assigned to special education programs to ensure that the district meets its legal obligations to all special education students and parents.
- Coordinates, implements, supervises and evaluates the development and effectiveness of special education programs.
- Consults with school site administration to ensure compliance with state law in disciplining and transferring.
- Provides consultation to special education teachers, administrators, support personnel, parents and general education teachers regarding the writing and implementation of IEP's.
- Provides inter-agency liaison services including the monitoring of IEP's between the district and non-public schools, county-operated programs and other school districts to assure appropriate educational services for all students.
- Plans for and arranges in-service training and staff development related to disabilities for administrators, special and general education teachers, specialists, and others.
- Manage the development, implementation and tracking of a multi-tiered system of supports (MTSS),

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- Coordinates alternative dispute resolution practices for the district, including answering complaints, facilitating IEP teams, and participating in due process' hearings, mediation, and resolution meetings.
- Facilitates IEP meetings which may require substantial allocation of additional human and financial resources of the district.
- Assures compliance with and implementation of required 504 Student Services.
- Participates in student study teams as necessary.
- Participates in the development of innovative instructional and behavioral intervention methods to meet the exceptional needs of pupils.
- Prepares State, District, and Federal reports.
- Supports and coordinates strategic planning efforts for the District and school sites to ensure program quality, continuous improvement, student achievement for all students, with a specific focus on underserved students, students from poverty, homeless youth, foster youth, etc.
- Works with District staff, site administration, and various stakeholders in the implementation and support of the LCAP (Local Control Accountability Plan).
- Attends district and SELPA meetings.
- Maintains current knowledge of regulations and procedures related to programs and services for pupils with exceptional needs.
- Maintains professional competence through participation in staff development activities provided and supported by the district, SELPA, and other professional growth activities selected by the employee.
- Monitors maintenance of effort for the purpose of fiscal efficiency in providing required services.
- Supervises and evaluates staff as assigned, and/or collaboration with site admin. This includes, Resource Teacher, SDC Teacher, Classroom Behavior Specialist, Speech Pathologist, SLPA, Psychologist and Mental Health Clinician.
- Performs other duties as assigned by the superintendent.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

- Knowledge of laws and regulations governing special education.
- Knowledge and experiences with students of various ages with a variety of disabling conditions.
- Possession of a depth of knowledge in one or more of the following areas: infant, preschool, severe disabilities, learning disabilities, full inclusion, curriculum and program development/modification, behavior management, etc.
- Ability to see and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
- Ability to deal with a wide range of personalities and situations requiring diplomacy, friendliness, and poise.
- Ability to work under stress in a calm and poised manner.

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- Ability to meet critical timelines in a highly conscientious manner.
- Ability to establish and maintain effective working relationships with others.

**ENVIRONMENTAL CONDITIONS**

- Indoor /outdoor environment
- Temperature-normal climate

**CONTACTS**

- Daily contact with students and district staff.
- Contacts with parents, community members and outside agency personnel.

**EMPLOYMENT STANDARDS**

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.

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Created: 5-11-2023 Revised: \_\_\_\_\_

**APPROVED**

Print Name: Tammy Alarrio Title: CBO

Signature: J. Alarrio Date: 5-11-2023

***Board Approved May 11, 2023***