

## IMPERIAL UNIFIED SCHOOL DISTRICT

### ADMINISTRATION - DIRECTOR OF SPECIAL ED./DISTRICT PSYCHOLOGIST

#### **Brief Description of Position:**

As a member of the management team, is responsible for the coordination of the district special education programs and services, including compliance with all federal and state laws. Provides psychological services to all school sites including testing, consulting, and counseling to assist them in meeting the psychological, emotional, and educational needs of pupils.

#### **Major Duties and Responsibilities:**

1. Establish and implement procedures regarding assessment of referred students and special education program evaluation.
2. Act as a liaison to local, county, and State Department of Education personnel.
3. Coordinate procedures for placement, transfer, and termination of students within special education programs.
4. Arrange with neighboring school districts for the education of those handicapped students who cannot be served appropriately in the local district.
5. Assume responsibility for interpreting state and federal regulations relating to special education to assure that district programs are in compliance.
6. Represent the district at SELPA Operation Committee meetings, as well as at other county or regional committee meetings as requested.
7. Maintain and disseminate, as appropriate, confidential records involving special education students, as well as evaluate records of students new to the district.
8. Coordinate the on-going revision of referral and evaluation procedures, including forms utilized for communication with parents.
9. Administer to students, on an individual or group basis, tests of intelligence, achievement, language development, or personality, as well as tests to measure perceptual and motor development.
10. Evaluate and interpret all testing and make recommendations for placement both in special education classes and regular classes, if appropriate.
11. Interpret test findings to parents; counsel with parents regarding student's potential, achievement level, and personality adjustment; recommend to parents ways of helping student, and recommend resources from which they may obtain further counseling.
12. Prepare a "pupil case study" on each student evaluated and file appropriately.
13. Complete all state and local forms regarding special education including the J-50 finance forms, pupil counts, waivers, and the year-end report.
14. Annually report to the Board on the status of the Special Education Program.
15. Establish eligibility of students for special education transportation and work with the transportation supervisor to provide appropriate services.
16. Conduct follow-up calls on special education placement to facilitate home-school relationship and school adjustment of child.
17. Supervise the district workability program.
18. Participate in I.E.P. meetings to meet the state requirements for placement, goal-setting, on-going evaluation, and dismissal of all students in Special Education classes.
19. Make a psycho-educational assessment and diagnosis of specific learning and behavioral disabilities, including case study evaluation, recommendations for remediation or placement, and periodic re-evaluation of such students.
20. Provide individual counseling to students when needed.
21. Work together with teachers to implement individual prescriptive teaching and other remediation designed to help overcome the learning and behavior problems of students.
22. Evaluate and make recommendations regarding students being considered for retention, acceleration, or a different class level.

23. Work closely with Special Education teachers in program development and evaluation.
24. Evaluates all assigned special education personnel in accordance with district guidelines and policy and recommends appropriate action.
25. Apprise teachers of new techniques and materials and their use with individual students.
26. Work and confer with outside agencies such as Mental Health, Vocational Rehabilitation, California Children's Services, Imperial Valley College, Regional Center, Head Start, and Work Training Center to ensure appropriate provision of services for special education students.
27. Organize in-service activities regarding special education for certificated and classified employees.
28. Maintain a master file of on-going psychological evaluation of all students referred.
29. Participate in faculty meetings, parent organization meetings, in-service training, and other community and school groups.
30. Assist with quasi-administrative functions at various times during the school year.
31. Complete other duties as assigned by the Superintendent.

**Supervision Exercised or Received:**

Under the immediate supervision of the District Superintendent.

POSITION QUALIFICATIONS

**Minimum Qualifications:**

- Credential: Pupil Personnel Services credential with the authorization to serve as a school Psychologist and an administrative credential preferred.
- Education: Master's degree in education preferred.
- Experience: Wide range of contact with exceptional children of all ages; successful experience as a school psychologist or special education administrator preferred; advanced work in clinical psychology beyond level of work required for credential is desirable.

**Employment Standards:**

- Knowledge of: Special education program opportunities for students; learning theory; child development; intelligence, achievement, and personality assessment; federal and state laws related to special education programs and student records; and school management and budgeting.
- Ability to: Work competently and comfortably with students, parents, teachers, and administrators; meet district standards for physical and mental health; plan, organize, and implement district policies; prepare clear and concise written reports; exercise initiative; and exercise mature judgement; ability to develop empathy with parents and pupils; appearance, grooming, and personality which establish a desirable example for pupils.

APPROVED: 8/25/94