



Alliance Christian School District enables students to discover their place in God's story through excellent education and discipleship.

Director of Special Education Job Description

Mission/Preamble

Alliance Christian School District enables students to discover their place in God's story through excellent education and discipleship. To carry out this religious mission, Alliance Christian School District employs like-minded people who, through their speech, conduct, and ministry, will further Alliance Christian School District's religious purpose and beliefs.

General Description

The Director of Special Education oversees all aspects of the special education program at Alliance Christian School District.

Skills/Qualifications

The ideal candidate will possess the following skills and qualifications.

1. Spiritual Skills and Qualifications
 - a. Strong, growing relationship with Jesus Christ
 - b. Member or adherent, in good standing, of a local church
 - c. Mature spiritual disciplines
2. Professional Skills and Qualifications
 - a. Bachelor's degree, Master's preferred, in Special Education from an accredited college or university
 - b. Proficiency with all Google Apps
 - c. Previous experience in Special Education as either a director, classroom teacher, or service provider
 - d. Deep understanding of Christian Education and how Special Education operates in the Christian School
 - e. Understanding of all federal and state laws of special education and how they apply in the private school setting
 - f. Ability to read and interpret psychological and other testing used to evaluate and diagnose various disabilities, including learning, behavioral, and emotional.
 - g. Ability to create school-based service plans for students with IEPs and 504 plans
 - h. Superior organizational skills to manage all student learning plans, including informing teachers, students, and parents.
 - i. Knowledge of technology-based accommodations and supports for students with learning needs.

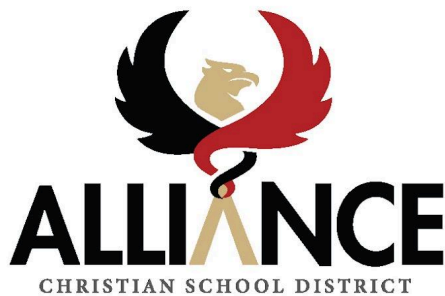


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3. Interpersonal/Relational Skills and Qualifications
 - a. Must establish and maintain positive relationships with all constituents connected to the Special Education Program, including all school districts, IUs, and outside service providers.
 - b. Must excel at building positive relationships with students, helping them to grow academically and spiritually.
 - c. Must excel at building positive relationships with teachers

Roles and Responsibilities

1. Administrative Roles and Responsibilities
 - a. Oversee all operations of the Special Education Department, including:
 - b.
2. Programming Roles and Responsibilities
 - a. Ensure every student requiring an Individualized Support Plan has a current plan
 - b. Ensure all teachers are briefed on each of their students with an ISP
 - c. Monitor teacher implementation of the ISP
 - d. Ensure students are re-evaluated as needed
 - e. Review all new student applications that contain an IEP, 504, educational testing, or mental health support. Determine if ACSD can serve each of these students. Report findings to the admissions committee.
 - f. Meet yearly with parents to discuss student ISPs
 - g. Update ISPs as needed
 - h. Support classroom teachers by helping them implement RTI strategies in their classrooms.
 - i. Consult with school administration on students' academic progress with ISPs, including any discussions concerning placement or retention.
 - j. Oversee student accommodations, modifications, and up/excused work for students that are in "temporary crisis" (personal trauma, extended illness or injury, etc)
 - k. Coordinate quarterly ISP reports to accompany report cards
3. Supervisory Roles and Responsibilities
 - a. Supervise and evaluate all staff in the Special Education Department
 - i. Ensure staff receive both formal and informal observations throughout the year
 - ii. Receive and give feedback to special education staff members on yearly goals and PD plans
 - iii. Establish improvement plans as needed
 - iv. Proactively seek input from the campus principal for yearly evaluation
 - b. Work with the campus principal to ensure teachers are implementing ISPs



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4. Additional Roles and Responsibilities
 - a. Work with ACSD leadership to plan all professional development that pertains to Special Education.
 - b. Take over campus administration if the campus principal is off campus.
 - c. Assist as directed in all emergencies
 - d. Be present and assist with all community events, such as Back to School Night, concerts, Family Connect Night, etc...

Critical Success Factors

1. On-time delivery of agreed-upon commitments- 99%
2. Error-free communication- 99%
3. ACSD's special education services will be known for professionalism and success in terms of student achievement and attainment
4. Relational success- no more than 1-2 legitimate complaints from others (parents/colleagues/faculty/vendors) per month
5. High retention rate for students with ISPs

Relationships

1. Reports To: Superintendent
2. Collaborates with: Campus Principals
3. Supervises: All Special Education teachers and support staff

Schedule

1. Full time
2. 12 month position
3. Weekly schedule
 - a. 7:30-4:00 during the school year
 - b. 9:00-3:00, Tuesday-Friday during the summer
4. Percentage Workload
 - a. 90% on campus
 - b. 10% off campus for meetings with school districts, IUs, and conferences