



Job Description

Job Title: **Independence Academy Director**
 Job Family: **Certified**
 Pay Program: **Administrative**
 Prepared/Revised Date: **September 2015**

Job Code: **090720**
 FLSA Status: **Ex – A**
 Pay Range: **L12**
 Work Year: **10 months**

SUMMARY: Manage day treatment services for severely emotionally disable youth. Facilitate the staffing, intake process, and transition of special education students to and from day treatment placement. Ensure a safe, therapeutic environment for students, staff, and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
1. Administer implementation of educational, behavioral, and mental health services with the Independence Academy Program. Provide leadership by establishing and encouraging a positive atmosphere, using sound judgment, and communicating clearly.	Daily	20%
2. Communicate and coordinate services and practices with District Special Education Staff, Administration, Adams County Mental Health, Social Services, private providers, parents and legal guardians, community agencies, and other school districts. Facilitate student transition both into Independence Academy and as students return to school-based services.	Daily	20%
3. Provide consultation to staff teams related to educational, behavioral and mental health practices. Develop an effective instruction and behavior program for students based on expectations for positive behaviors and district guidelines, including Functional Behavioral Assessment and Behavioral Intervention Planning. Provide professional development in de-escalation strategies to reduce restraints and physical management, and evidence-based instructional practices to improve student academic achievement and behavior. Maintain, develop and monitor student IEPs. Plan and coordinate other professional development based on the needs of individual students and staff.	Weekly	20%
4. Supervise staff and provide appropriate feedback and direction to all staff. Monitor classroom instruction. Complete all Classification evaluations per district guidelines and provide input into Certified evaluations. Participate in the hiring process for new employees. Ensure employees receive adequate, appropriate and timely training for their roles and responsibilities.	Weekly	15%
5. Ensure that district and state special education policies, procedures, and guidelines are adhered to. This includes, but is not limited to discipline and direct student intervention, attendance, standards, IEP development and implementation, Annual Reviews, Triannual Reviews and instructional practices.	Daily	13%
6. Manage operations of the school, including class scheduling, student grading, student transcripts, using sound budgeting and fiscal practices. Perform other duties as assigned.	Daily Ongoing	10%
7. Perform all other duties as assigned.	Ongoing	2%
TOTAL		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree from an accredited college or university
- Administrator or principal licensure.
- Minimum of five (5) years of experience in special education.
- Must successfully complete current district training for supervision of Classified Staff within one (1) year of entering position.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Director of Special Education or Principal Licensure.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Excellent interpersonal relations and oral and written communication skills.

- Strong decision making, analytical and organizational skills.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Intermediate to advanced knowledge of and ability to develop, monitor and evaluate curriculum, discipline plans, Individual Education Plans (IEPs), progress monitoring, and supervision/safety plans (RDPs).
- Skill in leading the development and implementation of Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP).
- Ability to promote and follow Board of Education Policies, Superintendent Policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Basic computer and keyboarding skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to diffuse and manage volatile and stressful situations.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Office applications.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Student Support Services Assistant Director	3026

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	Special Education ParaEducators	6	1250
	Office Manager, High School	1	1301
	Special Needs ParaEducators	2	1251

- Supervisory responsibilities include hiring, disciplining, terminating, directing work, assigning work, training and evaluating.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

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PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit		X		
Use hands to finger, handle or feel		X		
Reach with hands and arms	X			
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk			X	
Hear				X
Taste	X			
Smell		X		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds		X		
Up to 50 pounds	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy	X			
Coordinate				X
Instruct		X		
Compute		X		
Synthesize		X		
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate			X	

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions			X	
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	