SCOPE OF RESPONSIBILITIES
Provides leadership to coordination of a project, program or activity routinely affecting more than one major unit or department; involves diversified but generally standardized choice of action defined by a wide range of established rules and procedures; decisions routinely and generally have short-term impact; contact outside the unit requires judgment to modify conditions and resolve misunderstandings; refers unusual matters to supervisor.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Provides leadership to coordination of a project, program or activity and evaluates staff as assigned
Develops, establishes or administers project, program or activity
Serves as liaison with other units, departments or outside agencies as required
Makes recommendations regarding implementation of project, program or activity and evaluates effectiveness as assigned
Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of projects, programs or activities
Prepares and/or assists in preparation or reports, records and other documentation as required
Accumulates and researches data, documents and other pertinent information as required
Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment
Prepares, delivers or assists with training opportunities as appropriate
Completes all trainings and other compliance requirements as assigned by the designated deadline
Evaluates staff as assigned
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work at times requires bending, squatting, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving being around moving machinery, driving automotive equipment, exposure to marked changes in temperature and humidity and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS
Master’s Degree or higher with certification in Administration, Supervision (Principal Certification), and/or Counseling
Certification in Special Education or Guidance and Counseling
Five (5) years successful teaching experience in special education or equivalent professional experience
Extensive knowledge of federal and state laws and regulations regarding programs for exceptional children
Demonstrated ability to work cooperatively in a team situation
Demonstrated decision-making abilities
Effective communication skills

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<th>DESIRABLE QUALIFICATIONS</th>
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<tr>
<td>Certification and training in regular education</td>
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<td>Successful administrative, supervisory and/or consultant experience in special education</td>
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<td>Educational mediation or arbitration training</td>
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<td>Experience in a diverse workplace</td>
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