



## **Job Description**

### **Director of Special Education**

In the Fall of 2014, Roses in Concrete Community School (RiC) received a K-8 charter and is set to open its doors in the Fall of 2015 with grades K - 4. The Founders of RiC are looking for a school team of dedicated, experienced, and passionate individuals to actualize our mission and vision for students and families in East Oakland.

#### **Purpose Statement**

The job of Director of Special Education was established for the purpose of developing, coordinating, and implementing the school's special education program to improve student academic success and socio-emotional development.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

- Plan, implement, monitor and evaluate the instructional program for students receiving special education services.
- Supervise and evaluate the performance of assigned staff.
- Conduct and attend meetings, resolve ad-hoc problems, provide directives and guidance for staff, special education personnel, and the public.
- Prepare and maintain a variety of narrative and statistical reports, records and files.
- Communicate with other administrators, District personnel and members of the public to coordinate activities, resolve issues, and exchange information.
- Develop special education budgets and purchases.
- Supervise the identification, evaluation, and placement of students referred for special education.
- Supervise and assist in evaluation of student progress through coordinating academic, health, language, and psychological testing.
- Assist head of school and special education teachers with student academic and socio-emotional support.
- Prepare applications, reports and documents for submission to the Local, State and Federal agencies.
- Supervise preparation of Program Quality Reviews for special education.
- Monitor laws and regulations pertaining to special education responsibilities and recommend required policies and procedures.
- Monitor laws and regulations pertaining to special education and develop written policies and procedures to follow legal requirements.
- Participate in special education programs with public and private organizations and agencies including County Office of Education and Special Education Local Plan Area (SELPA).

- Plan and organize school's special education programs.
- Supervise implementation of Individual Education Plans (IEP's).
- Provide information, assistance and counseling to parents of special education students through conferences and home visits.
- Assist with supervision and evaluation of special education staff in conjunction with head of school.
- Assist in training of staff as related to special education.
- Represent the school in due process hearings and mediation.
- Attend regular special education advisory committee meetings.
- Coordinate district special education services with local and state, public and private organizations and agencies.
- Participate in other activities necessary to enable students and the school to accomplish objectives.
- Serve as the school's 504 coordinator.
- Perform other duties similar to the above in scope and function as required.
- Conduct regular meetings and trainings for special education staff.

**Requirements:**

- Five (5) years teaching experience or special education (school psychologist, etc.) experience.
- Three to five years increasingly responsible educational management experience preferred.
- Master's degree in education or public administration or related field from an accredited university or college.
- Experience collaborating with community based organizations and other city agencies.
- Experience providing case management, facilitating support groups, and counseling in a school setting.
- Excellent communication and interpersonal skills, experience working with multidisciplinary teams, bicultural, Spanish bilingual desired.
- Knowledge and experience with computers, including: word processing, databases, and Internet access.

**In addition to the qualifications noted above, staff will also be expected to:**

- Share the mission and vision of the Roses in Concrete Community School;
- Model the high standards and professionalism;
- Maintain loving, positive, and productive relationships with families, community, and colleagues;
- Demonstrate ability to collaborate in an effective and productive manner with all stakeholders;
- Model a strong work ethic;
- Be flexible and resilient;
- Be highly organized;
- Show a consistent commitment to continuous intellectual growth.

**Salary & Benefits**

The position offers competitive salary and benefits that are commensurate with experience.

**The Director of Special Education will report to the Head of School.**

*As an equal opportunity employer, we are committed to identifying and developing the skills and leadership of people from diverse backgrounds. We do not discriminate on the basis of race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin.*

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### **Mission**

*The Roses in Concrete Community School (“RiC”) will be a K-8 school in East Oakland founded on the belief that schools should emphasize knowledge of self, character, and intellectual growth to prepare students to fundamentally impact the global society while learning to live, learn, work and thrive in their own communities.*

Our primary goal is to develop youth committed to lives characterized by self-discipline, integrity, love and hope in the pursuit of justice and equity for all communities. We encourage our students, who are broadly invested in academic, artistic, athletic, and extracurricular pursuits, to demonstrate the spirit of the Warrior-Scholar. As Warrior-Scholars, our students will cultivate the courage to stand as warriors on the side of justice while having the scholarly faculties to decipher where justice resides in a complex society.

### **Leadership Values for Roses in Concrete Team**

Roses in Concrete’s core values are *Resources, Relationships, Relevance, Rigor, and Responsibility*. Every member of the RiC team is expected to effectively collaborate in order to ensure these values come alive in our school every day. As such, this document refers to everyone on this team as a leader – someone who is fully responsible and accountable for enacting our vision. As a leader on a team of exceptional educators and activists, each member of this team must manifest a communication and leadership style that is grounded in the RiC vision and values.

The founding team of RiC must be ideologically, pedagogically, and culturally grounded in ethical principles of humanization, humility, and critical social resistance. This vision should include clarity on the historical and current conditions that exist within the community and a certainty as to the human possibilities existing within every child and family. Equally crucial is the ability to maintain an environment of collaboration and camaraderie in the spirit of modeling the importance of solidarity as the core of a successful communal culture.

Lastly, it is critical that RiC leaders are preoccupied with the education and safety of our children, a family’s most precious gift and our community’s hope for a better future. This preoccupation necessitates an emphasis on impact with a keen eye focused on the day-to-day enactment of courage and respect. Such a leader does not require perfection or fame; but rather, hope, heart, soul, and commitment.

### **Core Values**

- **Resources:** We will ensure students’ basic needs are met (i.e., food, clothing, shelter, and safety) through invested relationships with families, students, and our community.
- **Relationships:** We will ensure students feel included, cared for, and can identify at least one adult on campus they can go to for immediate support.

- **Relevancy:** We will ensure students understand and articulate their own value and cultural history.
- **Rigor:** We will ensure students receive highly challenging academic, athletic, artistic, and social environments coupled with high levels of support so they are comfortable, confident, and effective in any environment.
- **Responsibility:** We will ensure students reflect the spirit of the Warrior-Scholar.

We believe that the point of education is not to *escape* poverty. The point of education is to **end** poverty. We will do this by cultivating new generations of Warrior-Scholars who understand the importance of developing careers and returning to vulnerable communities like East Oakland, to invest and serve as community leaders.