

CIVIL SERVICE COMMISSION
WATERBURY, CONNECTICUT

OPEN COMPETITIVE EXAM #2274

OPEN COMPETITIVE EXAMINATION FOR: DIRECTOR OF PUPIL SERVICES

SALARY: \$150,000- \$170,000 Annually

LAST DAY FOR FILING APPLICATIONS

Applications, which may be obtained by visiting our website at www.waterburyct.org or at the Civil Service Office, Chase Municipal Building, 236 Grand St., Waterbury, CT 06702 & must be in our office by 4:50 p.m. on:

UNTIL SUFFICIENT APPLICATIONS RECEIVED

IMPORTANT:

1. Veterans – Veteran's points will be awarded in accordance with the Connecticut State Statute. Five (5) for non-disabled veterans, ten (10) for disabled veterans. Proper documentation must be submitted to the Personnel Director before the date of the examination.
2. Residents – Five (5) Residency points shall be added in accordance with the amendment to the Civil Service Ordinances dated March 18, 2011. Proper documentation and proof of residence must be submitted no later than the closing date for applications.

SUMMARY OF CLASSIFICATION:

This class is accountable for directing, supervising, coordinating, and overseeing Special Education, Pupil Services, Social/Emotional Learning, Out of School District Placement, Homeless and Chronic Absenteeism/Truancy. This position will also coordinate and support District Initiatives related to Health Services programs and services.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES / ESSENTIAL FUNCTIONS:

Considerable ability to communicate both verbally and in writing including public speaking; Considerable ability to implement relevant Federal and State statutes, guidelines and regulations in special education and all special services programs; Considerable knowledge of and ability to apply management principles and techniques, including initiation and administration of programs; Extensive knowledge of and ability to perform duties in full compliance with all District, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position; Knowledge of curriculum standards and models for programming in special education and general education settings; Knowledge of instructional practice and professional development models for PK-12 and specialty areas within PK-12 education; Knowledge of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI); Excellent leadership skills; Excellent computer and keyboarding skills, with specific knowledge in the Google Learning Management System; Excellent interpersonal skills; Excellent problem-solving and analytical skills; Skill at implementing least restrictive environment approach to special services programs; Strong budget skills; Ability to analyze, interpret, and communicate statistical data derived from qualitative and/or quantitative research; Ability to apply knowledge of current research and theory to the duties of the position; Ability to implement data driven decision making; Ability to maintain appropriate confidentiality; Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism; Ability to work with individuals from diverse backgrounds. Administers programming related to special services; Applies research and data to improve the content, sequence, and outcomes of the teaching/learning process; Assists in recruitment, selection, and recommendation for hiring of personnel; Assumes responsibility for budget development and long-range financial planning for special services; Attends Board meetings and prepares such reports for the Board as the Superintendent may request; Collaborates and corresponds with community agencies, parents and other stakeholders; Communicates and interprets the objectives and programs of the special education services to the Board, the administration, the staff, and the public at large; Communicates the District's vision, mission, success and needs to the community;

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REQUIRED KNOWLEDGE, SKILLS AND ABILITIES / ESSENTIAL FUNCTIONS :

Consults with Superintendent and other personnel on questions relating to the District's special services program; Coordinates all activities related to Section 504 of the Rehabilitation Act of 1973; Coordinates and articulates special education curriculum and assessment among and between grades; Designs and implements an effective referral procedure and other appropriate child find activities to identify students with special needs; Designs and implements appropriate assessment systems to provide data for determining the eligibility of students for special services programs programming or services; Develops and directs the orientation and induction program for new staff members, including assigning mentors; Develops annual goals and action planning for the special services program and operations; Develops procedures for referral, securing medical reports, psychological examination, and placement; Develops, monitors and evaluates special education instructional services to ensure that the District maintains a rigorous, relevant, and results based curriculum; Directs the development, evaluation, and revision of special education curriculum and instruction and assumes responsibility for the implementation of approved programs; Ensures that special education curriculum and programs are developed, maintained, and revised on a regular basis; Establishes effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents, and serves as the referral agent to those offices and agencies; Establishes performance standards and conducts performance evaluations of assigned staff; Establishes procedures for placement, evaluation, assignments, and reappraisal of students with regard to the special services programs and services; Evaluates, administers and supervises on an ongoing basis the system's testing programs including group and individual tests for intelligence, aptitude and achievement; Formulates, plans and implements professional development for assigned professional staff (teachers and administrators); Helps to ensure the proper maintenance of individual student records and reports of pupil progress; Implements policies and procedures and supervises personnel and coordinates activities for all aspects of the District's psychological and mental health services; Implements State regulations and in developing, implementing, and maintaining special education programs; Involves the principals and staff in decision-making activities that focus on effective teaching/learning practices and student success; Keeps abreast of developments and innovations in the field by reading current literature, attending professional society and association meetings and conferences, and discussing developments and problems of mutual interest with others in the field; Keeps the Superintendent informed and works cooperatively with all other administrators in school and District-related matters; Maintains a high level of personal integrity and a strong work ethic; Monitors the student record system to ensure that approved information is kept current in student cumulative record folders; Observes and evaluates assigned administrators and staff in accordance with law and established procedures; Participates as a member of the Cabinet, providing overall District leadership; Prepares and files appropriate grants and claims for special services personnel approval and funding; Promotes community support and involvement with the schools; Recruits and screens, assigns, evaluates, and trains staff members for the various branches of student personnel services; Reports on the status of special services programs at the request of the Superintendent;

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REQUIRED KNOWLEDGE, SKILLS AND ABILITIES / ESSENTIAL FUNCTIONS :

Represents the District's interests as pertains to contractual arrangements for homebound tutoring, hospital instruction, independent evaluations and private placements; Supervises and implements, administers and directs case study services for students including the identification, diagnosis, follow-up, and referral of students with problems related to attendance, mental health, or learning disabilities; Supports District-wide professional development efforts, including the Professional Learning Community (PLC) initiatives; Works cooperatively with leaders of other administrative divisions in integrating and coordinating individual efforts into a unified program for the District; Performs other related duties as assigned.

POSITION SUPERVISES

Administers the special services programs and operations of and directs all staff as assigned.

IN ORDER TO BE CONSIDERED FOR THIS POSITION YOU MUST INDICATE ON YOUR APPLICATION THAT AS OF THE CLOSING DATE YOU HAVE THE FOLLOWING EXPERIENCE:

EDUCATION AND EXPERIENCE:

General Experience:

1. A Master's degree in education or related field plus eighteen (18) semester hours of graduate credit and completion of fifty (50) school months of successful teaching or service employment as identified in State of Connecticut, Regulation of State Board of Education, Sec. 10-145d-574 (a - f).
2. Ten (10) years' experience in the field of special education or related services, consisting of a minimum of five years' continuous experience as a special education teacher or related service provider in the past 10 years.

Special Requirement:

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

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LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:

1. Connecticut State Board of Education certification as an Intermediate Administrator/Supervisor (092) and endorsement in one of the following: 065, 165, 061, 070, or 071 will be required at time of appointment.
2. Incumbents in this class may be required to possess and retain a current Motor Vehicle Class D Operator's License.

PLEASE FURNISH A COPY OF ALL ENDORSEMENTS/ CERTIFICATIONS WITH APPLICATION

The Parts and Weights for this examination will be determined prior to conducting the exam. Individuals appointed shall be required to serve a working test period which will be, in effect, the final phase of the examination.

Appeal Process: An applicant may appeal notice of not meeting the minimum qualifications (Civil Service Rules and Regulations, Section 3741, Subsection B, Article 9) to the *Civil Service Commission* within seven (7) days of the date on such notice.

THE CITY OF WATERBURY IS AN EQUAL OPPORTUNITY EMPLOYER

E.O.E. M/F/D/V

EEOP Utilization Report is available upon request.

12/18/2020 JP

WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an “X” in each box that is appropriate to your job.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)				CONSTANTLY (C)				
0 % of Shift	1-33% of Shift				34-66% of Shift				67-100% of Shift				
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C	N	O	F	C
Physical Demands					Depth Perception		X						
Standing		X			Color Distinction		X						
Walking		X			Peripheral Vision		X						
Sitting			X		Driving			X					
Lifting		X			Physical Strength:								
Carrying		X			Little Physical Effort (-10 lbs.)			X					
Pushing		X			Light Work (-20 lbs.)		X						
Pulling		X			Medium Work (20-50 lbs.)		X						
Climbing		X			Heavy Work (50-100 lbs.)	X							
Balancing		X			Very Heavy Work (100+ lbs.)	X							
Stooping		X			Environmental Conditions								
Kneeling		X			Cold (50 degrees F or less)	X							
Crouching		X			Heat (90 degrees F or more)	X							
Crawling		X			Temperature Changes		X						
Reaching		X			Wetness	X							
Handling		X			Humidity	X							
Grasping		X			Extreme Noise or Vibration		X						
Twisting		X			Exposure to Chemicals	X							
Feeling			X		Exposure to Gases and Fumes	X							
Talking			X		Exposure to Unpleasant Odors		X						
Hearing				X	Exposure to bodily fluids	X							
Repetitive Motion			X		Exposure to dampness	X							
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area		X						
Visual Acuity/Near			X		Mechanical Hazards	X							
Visual Acuity/Far			X		Physical danger or abuse		X						

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an equal opportunity employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.