

ORANGE UNIFIED SCHOOL DISTRICT

CHIEF EXECUTIVE OFFICER, SELPA & SPECIAL EDUCATION

DEFINITION

Under direction of the Assistant Superintendent of Educational Services, plan, organize, coordinate, and direct all activities and functions regarding Special Education students and academic achievement; direct the Special Education Local Plan Area (SELPA) operations, activities and services; ensure the implementation of the mandates of the Individuals with Disabilities Education Act (IDEA); assist in policy development for procedures relating to disabled students; and prepare and monitor budgets to support the efforts of the SELPA, as well as the Office of Special Education; enhance student learning and achievement, directs district-wide professional development; supervises a myriad of administrators across the district, prepares for, attends and contributes to Board of Education meetings as directed by the Superintendent of Schools.

DISTINGUISHING CHARACTERISTICS

The Chief Executive Officer, SELPA & Special Education is a critical leadership role that directly affects the acceleration of improved student outcomes for students with special needs. This role directs, monitors and strengthens programs and ensures all services are implemented within federal, state, and local regulations. The Chief Executive Officer will coordinate the efforts of federal, state and local agencies, private consultants, parents/community stakeholders, working to eliminate disparities in achievement and ensure college and career readiness for students with special needs. This role develops and implements OUSD policies and procedures for identifying and meeting the needs of diverse learners, leads comprehensive planning and coordination, and provides system leadership to ensure equitable access to high-quality special education and related services. This position classification requires subject matter expertise in special education programs, curriculum and instruction strategies, student services, and SELPA management. Directly related administrative experience is necessary to assure success in a special education leadership role. The job requires the ability to analyze and offer alternative problem solutions. Decisions are made by the incumbent that have a critical impact on the goals, organization and administration of educational programs and services of the organization. The position classification has supervisory responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of work of professional, technical and clerical employees. This person frequently meets with District leadership, teachers, special education staff, and other educational personnel to influence, motivate and monitor the result objectives of the special education operation. This is a position classification that performs light work, but does require walking and standing for extended periods. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

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ESSENTIAL DUTIES

- Plan, develop, and implement a comprehensive program for students with disabilities, which assesses the needs of students, establishes objectives and priorities, develops strategies to achieve objectives, and evaluates programs.
- Represent SELPA to elected officials and outside agencies; attend state and regional meetings; explain and interpret policies and activities; develop and monitor the Annual Service Plan.
- Collaborate and confer with principals to support the development of a Professional Learning Community to support academic achievement of special education students.
- Collaborate and confer with all staff to support inclusive and culturally proficient practices.
- Demonstrate cultural proficiency, sensitivity, and equity to ensure students' needs are met.
- Plan, coordinate and supervise comprehensive districtwide staff development for personnel.
- Apply research and best practices to inform the development of theories of pedagogy, intervention programs and improve the delivery of special education and related services.
- Develop the Special Education budget and prepare Board Agenda items regarding approval of expenditures for nonpublic schools and agencies.
- Consult and counsel with teachers, principals, parents and other staff about legal mandates and local provisions of special education services.
- Ensure responsive and efficient services including appropriate due process in the best interest of students with special needs.
- Use and analyze data to drive decisions and guide problem-solving to achieve the best student outcomes.
- Provide technical assistance and support to staff, families, and outside agencies related to the implementation of legal mandates.
- Supervise organization of all Special Education and Extended Year classes and recommend annual modifications based upon enrollment and students' unique needs.
- Mentor, supervise, and evaluate the performance of technical and clerical personnel to ensure compliance with division policies and operational objectives of all state and federal reporting requirements.
- Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.
- Oversee the collection and maintenance of Special Education data and certify accuracy for the California Special Education Management Information System (CASEMIS).
- Attend workshops and conferences to ensure accurate interpretation of legal mandates and appropriate instruction for all students with disabilities; provide training for other district administrators as appropriate.
- Work collaboratively with Human Resources and site principals on recruitment and selection of certificated and classified staff.
- Plan, prepare and present information on special education plans, agreements, and state and federal compliance issues to the school board.
- Develop and ensure appropriate completion all required federal, state, and county reports, including responses to Office of Civil Rights and other governmental agencies.

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- Ensure appropriate procedures for discipline/suspension/expulsion of students with disabilities and provide input on inter/intra-district transfers for students with disabilities.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- California Education Codes.
- IDEA federal regulations and local requirements regarding disabled students.
- Legal interpretations of mandates for school districts; conflict resolution and mediation strategies in due process activity.
- Effective instructional practices raise student achievement and behavior management techniques.
- Research regarding the needs of disabled students and service delivery options, including Multi-Tiered Systems of Support (MTSS).
- Evaluation strategies and techniques for determining the operational effectiveness of the SELPA programs and services.
- Trends in organization and management of the SELPA.
- Principals and techniques of budget preparation and fiscal administration.

Ability to:

- Direct the provision of services for disabled students in a large school district.
- Effectively direct due process activity to the benefit of the district.
- Collaborate with site principals and other staff to ensure appropriate educational modifications for disabled students and student achievement.
- Provide input to state and federal legislators regarding special education issues.
- Analyze, assess, and interpret statistical and programmatic data and apply gained insight into program and service administration and supervision.
- Analyze complex problems, develop solutions, and make effective decisions.
- Communicate effectively in oral and written form.
- Exhibit an understanding and ability to work effectively in diverse situations reflective of the communities served.
- Demonstrate strong leadership and supervisory skills.
- Organize time and resources to work effectively under pressure and meet deadlines.
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain cooperative and harmonious working relationships among multiple stakeholder groups of staff and parents regarding special education and personnel issues.
- Comply with the District's customer service standards, as outlined in Board Policy.

EXPERIENCE AND EDUCATION

Any combination of experience and education that could likely provide the required knowledge and abilities would be qualifying. A typical way to obtain the job required knowledge and abilities would be:

Experience:

Five years of extensive and progressively responsible school and central office administrative experience with extensive responsibility within Special Education; five years of successful teaching experience with the majority of time in Special Education;

Advanced knowledge of legal requirements in the provision of services for students with disabilities and in the area of due process activity- medications, hearings, and settlements; or the equivalent.

Education:

California Teaching Credential; Administrative Services Credential; Master's degree or higher from an accredited college or university in educational leadership, special education, or related field of study.

License Requirement

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District liability insurance carrier.