

DINUBA UNIFIED SCHOOL DISTRICT

CLASS TITLE: DIRECTOR-SPECIAL STUDENT SERVICES

BASIC FUNCTION:

Under the direction of the Assistant Superintendent-Instruction and Human Resources, plan, organize, control and direct the development, implementation and evaluation of the goals, objectives and curriculum for Special Education Programs; coordinate and direct the implementation of Positive Behavior Intervention Supports (PBIS); psychological services, health services, speech therapist services, preschool Special Education programs, and social work services; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, control and direct the development, implementation and evaluation of the goals, objectives and curriculum for Special Education Programs in accordance with the guidelines established under the Special Education Local Plan Agency (SELPA) on a pre-school to 12th grade level; collaborate with County Office personnel to interpret the Master Plan for Special Education to parents, certificated and classified staff, District administration and the community.

Coordinate and direct the implementation of PBIS, psychological services, health services, speech therapist services, preschool Special Education programs, and social work services; develop and oversee federal and other grant programs for grades TK-12 as needed.

Serve as the District representative supervising the School Attendance Review Board (SARB) program; coordinate and supervise expulsion proceedings for TK-12 grade students District-wide; counsel expelled students as needed.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; develop District-wide staff development and media materials related to Special Education curriculum and goals.

Establish eligibility criteria and procedures for admissions, transfer and discharge of students to and from the Special Education Programs in accordance with State and District policies and the Master Plan for Special Education; oversee the implementation of criteria and procedures to assure students are admitted to special programs in accordance with established procedures and criteria.

Monitor the transfer of students from the comprehensive high school to alternative education programs.

Serve as resource for community organizations and outside agencies on existing and pending legislation related to the District's Special Education Programs.

Provide technical expertise, information and assistance to the Assistant Superintendent regarding assigned functions; assist in the formulation and development of policies, procedures and programs.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and

files related to personnel and assigned activities.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Develop and prepare the annual preliminary budget for Special Education programs; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.

Attend and conduct a variety of meetings as assigned; participate on and lead assigned teams and committees.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of District Special Education programs.

Applicable laws, codes, regulations, policies and procedures related to Special Education and general education and other assigned areas.

Policies, goals and objectives of the Special Education program.

Policies and objectives of SELPA programs and activities.

State, local and regional resources.

Intervention models including PBIS.

Budget preparation and control.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Plan, organize, control and direct the development, implementation and evaluation of the goals, objectives and curriculum for Special Education Programs.

Plan, organize and administer a SELPA function in accordance with applicable laws and regulations.

Supervise and evaluate the performance of assigned staff.

Develop District-wide staff development and media materials related to Special Education curriculum and goals.

Communicate effectively both orally and in writing.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years increasingly responsible experience in the administration of special education or student services programs.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential, Pupil Personnel Services Credential and Special Education credential.
Valid California Class C driver's license.

WORKING CONDITIONS:

ENVIRONMENT:
Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting for extended periods of time.

Employee _____ Date _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Board Approved: March 9, 2017