

## **DIRECTOR – SPECIAL EDUCATION**

### **DEFINITION:**

Under direction of the Assistant Superintendent of Special Education, plan, implement, supervise, coordinate, and direct all activities regarding Special Education programs and services for students; ensure District compliance with the mandates of the Individuals with Disabilities Education Act (IDEA); assist in policy development for procedures relating to students with disabilities.

### **QUALIFICATIONS:**

#### Experience:

- A minimum of three years credentialed experience and three years administrative experience preferably with emphasis on working with Special Education programs

#### Education:

- Master's Degree, preferably in a Special Education field
- Possession of a California Administrative Credential
- Possession of a valid California teaching or other related services credential

#### Other:

- A valid California driver's license

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Assistant Superintendent of Special Education, incumbent will:

- Plan, organize, control, and direct a variety of programs, projects, and activities related to the Special Education Program for the district in accordance with applicable laws and coordinate these programs with other District programs.
- Attend all Board of Education meetings representing the Special Education Department.
- Administer, coordinate, and monitor continuing department staff training in special education laws and regulations, compliance issues, corrective actions, and program development.
- Develop and implement long and short-term plans and activities designed to enhance assigned programs and services, and assure an economical, safe, and efficient work environment; provide leadership to the goal-setting process.
- Serve as the District's authority in due process hearings, communicating and consulting with parents, and investigating complaints/concerns.
- Assure full educational opportunities for exceptional individuals through coordination with District staff and Individual Education Plan (IEP) team; oversee placement procedures for students with disabilities.
- Oversee department functions related to establishing policies and procedures for administering services for assessment, identification, certification, establishment of priority, and placement of students in special education programs and classes, including the extended school year program.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Establish and communicate a District-wide philosophy of least restrictive environment for serving students with disabilities.
- Communicate and consult with parents and parent groups regarding programs and services for students with disabilities.
- Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective actions; formulate and develop policies and procedures; develop and evaluate programs for students with disabilities.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; provide for appropriate research, and compile reports for state and federal agencies.
- Communicate and collaborate with principals, administrators, District personnel, outside organizations, and program personnel to coordinate activities and programs, resolve issues and conflicts, and exchange information; assure proper implementation and communication of program activities with the instructional area personnel; model District standards of ethics and professionalism and develop a range of Professional Learning Communities (PLCs) improving practice.

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- Provide assistance to program coordinators mild-moderate special education teachers, moderate-severe special education teachers, and Designated Instructional Services (DIS) specialists. Consult with administrators at the local school level to provide special education programs for eligible students; provide consultation to regular and special education teachers, support staff and administrators regarding curriculum, instructional techniques, and classroom management techniques for assigned programs.
- Develop the Special Education budget, supervise grants and projects related to Special Education, and prepare Board Agenda items regarding approval of expenditures for nonpublic schools and agencies.
- Supervise, provide direction, and evaluate Special Education staff, including psychologists, program coordinators, itinerant certificated and classified staff, and contracted service providers. Hold staff accountable for their performance and professionalism. Work collaboratively with Human Resources and site principals on recruitment and selection of certificated and classified staff, as well as transfers, reassignments, terminations, and disciplinary actions.
- Coordinate with Education Services for general and special education mental health needs.
- Coordinate with Education Services to ensure appropriate articulation of courses for students with IEPs and direct the development of Curriculum & Instruction to meet the needs of special education students. Assume responsibility for Child Find activities including the coordination of all school referral activities and preschool screenings.
- Oversee the coordination of transportation, design of classrooms, and facilities for students with disabilities.

### **KNOWLEDGE:**

- District policies, procedures, and goals; education code; state and federal regulations related to special education, including the ability to interpret and apply rules, regulations, and standards to public school leadership
- Communication styles to address and meet the needs of various school and community stakeholders
- Effective management of school operations technology applications relative to special education, general education, and administration
- Personnel practices and interpersonal relations

### **ABILITIES AND SKILLS:**

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Plan and act as an effective team member
- Effective collaboration methods for working with teachers and administrators
- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

### **PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

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**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.