

EXECUTIVE DIRECTOR OF SPECIAL EDUCATION/SELPA**DEFINITION:**

Under direction of the Assistant Superintendent of Student Services or designee, the Executive Director will plan, implement, supervise, coordinate and direct all activities regarding Special Education programs and services for students; serve as the Special Education Local Plan Area (SELPA) Director; ensure District compliance with the mandates of the Individuals with Disabilities Education Act (IDEA); and assist in policy development for procedures relating to students with special needs.

QUALIFICATIONS:**Experience:**

- Minimum of five (5) years credentialed experience and experience as the primary administrator for a school site and/or District program required
- Increasingly responsible administrative or supervisory experience in state and federal or related programs preferred

Education:

- Masters or Doctorate Degree preferred
- Valid California Administrative Services Credential required

Other:

- Valid California driver's license and current proof of insurance are required

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Represent SELPA to the public, elected officials, and outside agencies; interpret policies and procedures; develop and monitor the Annual Service Plan, Annual Assurances Support Plan and Local Plan updates.
- Oversee and provide guidance for all Special Education placements in other SELPAs, county programs, or other settings.
- Plan, organize, advise and assist in the delivery, administration, and coordination of Special Education services in the geographic area described as a SELPA.
- Negotiate, develop and monitor interagency agreements.
- Interpret and provide guidance for the implementation of state and federal legal mandates regarding Special Education and services to students with special needs.
- Plan, organize and direct research and development activities in the design and implementation of new Special Education programs and services.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; supervise data collection systems; assure accuracy of federal, state and grant reporting.
- Develop, implement and supervise procedures for due process, mediation and hearing processes and assist District Directors in response to complaints and due process. Oversee litigation and compliance complaints for students with disabilities under Individuals with Disabilities Act (IDEA).
- Provide strong and thoughtful leadership, moving the District forward as the District prepares students academically, emotionally and socially for the global, competitive and skills-based world that awaits them.
- Provide leadership in aligning the District's educational programs to the Common Core State Standards and increase student achievement and instructional practices.
- Supervise and evaluate Special Education personnel.
- Manage and monitor the appropriate and effective use of state and federal funding.

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- Understand student learning issues as they relate to Special Education and extend support for students who are not at grade level standard.
- Understand best practices related to classroom, school and District level interventions, which can effectively target and close the achievement gap.
- Demonstrate the ability to bring together and motivate individuals from multiple departments to develop, monitor and refine a cohesive instructional support structure for student learning in alignment with District goals.
- Represent the authority of the Superintendent in all administrative matters pertaining to the Special Education Department.
- Assist in the continued enhancement of the management of Folsom Cordova Unified School District by modeling appropriate behavior for and toward students and staff and by displaying professional conduct and appearance at all times.
- Work closely with the appropriate staff for preschool through grade 12 and adult education instructional programs.
- Provide leadership in the development and improvement of the support programs.
- Evaluate the work and administrative performance of assigned staff.
- Conduct regular meetings with the staff under the Executive Director's responsibility to discuss objectives, improvement efforts and challenges in the schools and the District.
- Provide staff with opportunities to participate in decisions affecting their programs.
- Attend all meetings as requested by the Superintendent.
- Develop, evaluate and make recommendations to the Superintendent regarding policies and procedures governing the operation of the District's Special Education Department.
- Plan, organize, control, direct and administer the District's Special Education Department.
- Collaborate with community, student and staff groups of the diverse ethnicities represented in the District.
- Establish and maintain cooperative relationships with staff, parents, community and District agencies.
- Develop and implement an infrastructure to expand and support coordinated services for youth development and family supports throughout the District.
- Link youth/family support services with academic goals and school reform in general.
- Increase the capacity of each school community to provide opportunities, services and supports to promote positive development of youth and their families, resulting in increased academic success of youth and support from their families.
- Establish and maintain working collaborative partnerships with agencies, businesses and programs who share outcome goals of family/neighborhood strength and student academic achievement.
- Develop and provide training for community, administrators, principals and site staff.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; assure accuracy of federal, state or grant reporting.
- Provide direction and supervision over the various support services provided by Special Education and grant applications.
- Responsible for submitting budget requests to Fiscal Services and administering the budget for the Special Education Department.
- Work cooperatively with the Human Resources/Labor Relations Department in the selection of staff.
- Organize, support and participate in community functions.
- Perform other duties as assigned that support the overall objective of the position.

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KNOWLEDGE:

- Curricular trends, current research related to best practices, assessment implementation strategies including extensive use of data
- Elementary, middle and high school level leadership
- The need to integrate support services in alignment with state requirements and school and student needs
- Applicable local, state and federal laws and Board policies pertaining to education
- Principles and applications for developing organizational and staffing patterns
- Procedures for retention or dismissal of personnel
- Diverse student populations
- Culture, lifestyle and educational and social needs of ethnic minority students and children of poverty
- Research methods and report writing techniques
- Principles and practices of management
- District organization, operations, policies and procedures

ABILITIES AND SKILLS:

- Demonstrate strong written and verbal communication skills including writing and multimedia public presentations.
- Motivate large numbers of employees to move beyond effort to results, demonstrate a core value that all students can learn, and implement support strategies to assure that all students will learn.
- Demonstrate wisdom, strength of conviction and courage of action to back up this core value.
- Read a volume of materials and accurately interpret and communicate complex technical and legal documents.
- Define problems to a high degree.
- Collect information, establish facts, identify and evaluate alternative solutions and draw valid conclusions to solve a wide range of programs.
- Set District goals including needs assessment and evaluation of progress.
- Utilize a high degree of judgment, strategy and diplomacy in dealing with a variety of people and situations.
- Utilize a high degree of skill in coordinating educational programs and functions.
- Evaluate staff objectively and provide necessary resources to ensure professional growth.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Plan and organize work to meet schedules and timelines.
- Operate a computer and related software to enter data, maintain records and generate reports.
- Interpersonal skills using tact, patience and courtesy.

PHYSICAL REQUIREMENTS:

- Ability to lift, carry, push and/or pull items with a strength factor of medium work
- Hear and speak to exchange information in person or on the telephone
- See to read a variety of materials
- Possess dexterity of hands and fingers to operate a computer keyboard
- Stand or walk
- Bend at the waist, kneel or crouch to file materials
- Sit or stand for extended periods of time

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- Reach above shoulders to file materials
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions

WORK ENVIRONMENT:

The work environment characteristics described 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 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.