

ONTARIO-MONTCLAIR SCHOOL DISTRICT

ASSISTANT SUPERINTENDENT OF SELPA & EQUITY

GENERAL PURPOSE

Under the supervision of the Superintendent or designee, will provide leadership, direction, administration, and coordination of all activities regarding the District's Special Education Local Planning Area (SELPA), Special Education Department, and related District programs and services; ensure District compliance with the mandates of the Individuals with Disabilities Education Act (IDEA); evaluate the quality and quantity of work of staff; administer the development and implementation of policies, regulations, guidelines and procedures pertaining to the SELPA and Special Education program to enhance student learning and achievement; provide consultation and staff development activities to administrators, staff, and community to enhance the educational effectiveness of the Special Education program; meet with District leadership, teachers, Special Education staff, and other educational personnel to influence, motivate and monitor the objectives of the SELPA vision and goals; and perform related duties as assigned. This position is responsible for developing and implementing short and long range equity goals that support the District's strategic plan, mission and vision while specifically promoting a climate of diversity, equity, and inclusion for all. OMSD is a learning organization and all stakeholders share responsibility to educate all students and employ culturally appropriate and sustaining practices that support student learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this job.

1. Coordinate the administration and implementation of the Local Plan, including the responsibilities indicated therein.
2. Provide general supervision and evaluation of District wide Special Education services and programs and equity.
3. Provide consultation, professional development and technical assistance to OMSD school site personnel and parents regarding instructional related programs, curriculum, standards, requirements, principles, practices, techniques, laws, codes, state and federal regulations, initiatives, policies, and procedures regarding all aspects of the SELPA, Special Education Department, 504 Plans, and equity.
4. Oversee and provide program direction and guidance related to referrals, assessments, and placement processes.
5. Oversee and provide guidance and evaluation for all OMSD Special Education placements in other SELPAs, County programs or other settings. Work with other SELPAs and school districts to develop programs to avoid costly duplication of services.
6. Lead and delegate district committees and other parent/community components of Special Education, 504 Plans, and equity programs.
7. Develop and implement interagency agreements and memorandums of understandings related to the SELPA and equity programs and services.
8. Provide overall direction and coordination efforts for the implementation of appropriate instructional programs in Special Education. Assist in the recruitment and selection of Special Education personnel and coordinate staff assignments. Supervise and evaluate SELPA and Special Education staff, including, but not limited to, Psychologists, and Program Specialists.
9. Develop, monitor, implement, and update plans, including, but not limited to, the Annual Service Plan, and state, federal and local reports, as required.

10. Prepare and deliver presentations to the OMSD Board of Trustees and other stakeholders regarding all aspects of the SELPA, Special Education Department and equity.
11. Establish support; facilitate and maintain educational and community partnerships; serve as a liaison and coordinate communications, activities and information related to the SELPA and Special Education Department between District divisions, County Office, administrators, personnel, outside organizations and the public.
12. Oversee the collection and maintenance of Special Education data and certify accuracy for the California Special Education Management Information System (CASEMIS); utilize student assessment data as a means to analyze student performance and effectiveness of instructional programs to assist in enhancing levels of student achievement; prepare and maintain a variety of records and reports related to programs, budgets, partnerships, meetings and assigned activities.
13. Develop, monitor and implement the Special Education budget to assure adequate staff, materials and resources to meet SELPA needs; responsible for Special Education budget and expenditures and attend related meetings at local, county, state and federal levels, as appropriate.
14. Supervise development of all required due process procedures and implement appropriate participation within the due process hearings, mediation and resolution process, including California Department of Education compliance complaints.
15. Ensure appropriate procedures for discipline/suspension/expulsion of disabled students and provide input on inter/intra-district transfers for disabled students.
16. Direct the SELPA, including program evaluation, internal compliance audits, state and federal reporting requirements, and management information services; coordinate state Quality Assurance Program (QAP) reviews, and other compliance reviews; ensure the submission of required reports at the District, state and federal levels, including responses to OCR and other governmental agencies.
17. Oversee and provide guidance for all nonpublic school (NPS) and nonpublic agency (NPA) placements, including the monitoring of NPS/NPA applications, renewals and site reviews.
18. Supervise and coordinate Community Advisory Committee (CAC) activities, including the development of the annual calendar and working with the Chairperson of the CAC to prepare agendas for CAC meetings and to ensure appropriate notice to the public of CAC meetings.
19. Attend IEP meetings to facilitate or as administrative support.
20. Supervise and coordinate Program Committee activities, including the development of the annual calendar and working with the Chairperson of the Program Committee to prepare agendas for the Program Committee meetings and to ensure appropriate notice to the public of the Program Committee meetings.
21. Supervise and coordinate SELPA Budget activities, including the development of the annual calendar and working with the Chief Financial Officer to prepare agendas for the SELPA Budget Committee meetings and to ensure appropriate notice to the public of the Budget Committee meetings.
22. Develop and provide forms, manuals and handbooks related to Special Education, 504 Plans and equity programs.
23. Monitor compliance with federal and state laws and regulations related to Special Education, 504 Plans and equity programs.
24. Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the SELPA.
25. Propose to a committee amendments to the Local Plan to bring it into compliance if a portion or portions of the currently-adopted Local Plan are determined to be invalid.
26. Supervise special grants and projects related to Special Education, 504 Plans and equity programs.
27. Work collaboratively with Human Resources and site principals on recruitment, selection and retainment of diverse and inclusive workforce representative of the District's values, goals, and constituents.

28. Supervise organization of all Special Education and Extended School Year classes and recommend annual modifications based upon enrollment and students' unique needs.
29. Maintain current knowledge of educational methods, practices and standards related to Special Education programs, and equity related laws, codes, regulations, policies, and procedures.
30. Attend meetings, workshops and conferences to ensure accurate interpretation of legal mandate and appropriate instruction for all disabled students; provide training for other District administrators as appropriate.
31. Helps facilitate the identification of District and school actions to support student, parents, and families ensuring all students are high school ready.
32. Promote supportive and culturally-responsive learning environments that foster academic achievement of all students.
33. Develop, organize, and implement professional development opportunities for District, building, and program staff with an emphasis on racial and equity awareness.
34. Collaborate with District administrators to develop, lead, and implement a systematic process that identifies and addresses inequalities and other experience that create barriers to student engagement and achievement.
35. Demonstrate a commitment to diversity and inclusivity with an ability work with a wide range of constituencies with diplomacy and tact.
36. Promote and implement District and site-based approaches to community access and engagement.
37. Develop and implement systems and procedures to address the needs of culturally and linguistically-diverse students, parents , and families.
38. Partners with District constituents to define the District's future vision and engages on strategic planning work related to Special Education, 504 Plans, and equity programs.
39. Monitors the progress towards the District's Strategic Action Plans and assist in executing the strategies related to Special Education, 504 Plans, and equity programs.
40. Collaborates with experts to evaluate the District's practices, stay current on research and best practices related to Special Education, equity, recommended related adoptions.
41. Exercise excellent mediation, analytical, and problem-solving and organizational skills with attention to detail.
42. Debrief the Superintendent or Superintendent designee on volume of complaints, level of resolution, and demonstrated best practices related to Special Education, 504 Plans, and equity.
43. Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Special Education instructional practices, procedures, research, trends, methods, testing, instruments, and equipment.
2. California Education Codes, IDEA, federal and state regulations and local requirements pertaining to special education and legal interpretations of mandates for school districts.
3. Effective staff development programs.
4. Appropriate referral agencies.
5. Effective record-keeping techniques.
6. Principles of providing work direction and guidance to assigned personnel.
7. Technology related to the office (i.e. Microsoft, Excel, Power Point) and Special Education (i.e. SEIS, Q, Illuminate, Application Xtender) programs.
8. Conflict resolution and mediation strategies in due process activity.
9. Effective behavior management techniques.
10. Current instructional programs and curriculum of general and special education students.
11. Budget preparation and implementation.
12. District policies and procedures, goals and objectives and organizational structure.

Ability to:

1. Perform evaluations of psychological, social and educational needs of students.
2. Develop, write and implement comprehensive Individualized Education Plans (IEP) for Special Education students.
3. Utilize various Special Education testing techniques, materials, equipment and instruments.
4. Prepare and maintain various confidential records, reports and files.
5. Analyze situations accurately and adopt an effective course of action; work confidentially with discretion; work independently with little direction.
6. Communicate effectively both orally and in writing with the community and all school District personnel.
7. Establish and maintain cooperative and effective working relationships with others.
8. Maintain current knowledge of technological advances in the field.
9. Provide work direction and guidance to assigned personnel.
10. Effectively direct due process activity to the benefit of the District.
11. Collaborate with site principals to ensure appropriate educational modifications for disabled students and student achievement.
12. Comply with the District's customer service standards, as outlined in Board Policy.
13. Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program.
14. Interpret, apply and explain laws, codes, regulations, policies and procedures.
15. Meet schedules, deadlines, and timelines.
16. Utilize interpersonal skills using motivation, tact, patience and courtesy.
17. Maintain regular attendance and punctuality.
18. Travel to other sites/locations.
19. Observe and evaluate personnel effectively.

Education, Training and Experience:

Must have earned Master of Arts degree, or higher, from an accredited college or university in educational administration or a related field; minimum of five years of administrative experience at a school, District or county level; background in the area of special education; advanced knowledge of legal requirements in the provision of services for disabled students, and in the area of due process activity (mediations, due process hearings and settlements).

Licenses/Certificates/Special Requirements:

Possession of a valid California driver's license and the ability to maintain insurability under the District's liability insurance carrier; use of a personal vehicle; valid California Administrative Services Credential; and appropriate Special Education Credential or equivalent credential.

Qualification Requirements:

To perform this job successfully, an individual must be able to fulfill each essential duty satisfactorily. The requirements listed above are representative of the knowledge skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical and Mental Demands, Work Environment

The physical and mental demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to stand, walk, and use hands and fingers to handle, or feel objects, tools, or controls. The employee is occasionally required to sit and reach with hands and arms. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 20 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information, data and documents; interpret policies and procedures; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines; and interact with District staff, parents, students, vendors, public, and others encountered in the course of work.

Work Environment

The employee generally works in an office or school setting, and the noise level is generally quiet to moderate. The employee may be required to deal with conflict situations. The employee travels to a variety of school and other off-site facilities.

Board Approval: July 1, 2023