Position: Assistant Superintendent - Special Education/SELPA	FLSA: Exempt	Work Days: 223
Reports to: Deputy Superintendent or Designee	Salary: Certificated Management Salary Schedule – Range A	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Assistant Superintendent - Special Education/SELPA provides leadership and strategic oversight for all NUSD SELPA and Special Education programs. This position coordinates, implements, and evaluates a comprehensive system of supports that ensure equitable access, compliance with federal and state mandates, and high-quality educational services for students with disabilities. This position oversees the administrator who manages the day-to-day requirements for the single-district SELPA, monitoring effective oversight of SELPA operations, governance, compliance, and interagency partnerships.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Develop, recommend, and implement district-wide policies, procedures, and strategic plans for Student Services, Special Education, and SELPA operations.
- Oversee the development, implementation, and evaluation of all Special Education programs, related services, and specialized supports across preschool, elementary, secondary, and transition levels.
- Ensure continuity, alignment, and equitable access to student support systems and Special Education services across all schools and programs.
- Maintain compliance with federal, state, and local mandates pertaining to Special Education and SELPA governance.
- Direct the selection, development, and monitoring of instructional and therapeutic materials, specialized equipment, and technologies for students with disabilities.
- Plan, develop, and coordinate professional development for administrators, certificated staff, classified staff, and service providers in areas related to Special Education, student support, behavior intervention, compliance, and best practices.
- Oversee SELPA operations, including governance, interagency agreements, risk management, budget oversight and state reporting.
- Evaluate the effectiveness of Special Education program through monitoring, data analysis, program review, and stakeholder engagement.
- Serve as liaison to state and county agencies, SELPA partners, community organizations, and other external stakeholders.
- Collaborate with Cabinet-level leaders to ensure coherence between instructional priorities, special education needs, and student support services.
- Perform related duties as assigned

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.

- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a master’s degree from an accredited college or university in education, educational leadership/administration, special education, public administration, or a closely related field.
- Experience: Five years of progressively responsible experience in special education, or a related educational support services field, including at least two years in a leadership or administrative role (such as principal, director, program administrator, or equivalent).

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential required
- Valid California Administrative Credential required