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

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 Director - Special Education/SELPA provides leadership, direction, and oversight for the District as a SELPA, as well as Special Education programs, services, and personnel across the District. Ensures that students with disabilities receive high-quality, compliant, and equitable educational services that support academic, behavioral, and social-emotional success. Works collaboratively with the Assistant Superintendent to implement districtwide systems of support, operational procedures, program improvements, and compliance monitoring.

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 policies, procedures, and operational systems for Special Education programs and services.
- Provide leadership in the design, development, coordination, and improvement of Special Education programs, related services, and instructional support across all school levels.
- Oversee the implementation and monitoring of Special Education programs, ensuring alignment with district goals, SELPA policies, and legal requirements.
- Ensure continuity, consistency, and equitable access to Special Education services across sites, including inclusive practices, specialized programs, and transition services.
- Monitor and ensure compliance with federal, state, and local mandates governing Special Education
- Coordinate the selection, development, and monitoring of curriculum, interventions, materials, specialized equipment, and assistive technology for students with disabilities.
- Plan and deliver professional development for site administrators, program specialists, teachers, paraeducators, psychologists, therapists, and other support staff.
- Evaluate the effectiveness of Special Education programs and services through data analysis, program review, compliance monitoring, and stakeholder input.
- Oversee Individualized Education Program (IEP) processes districtwide, ensuring legally compliant timelines, high-quality services, appropriate placement decisions, and collaborative practices.
- Support site leaders, special education administrators, and related service providers in problem-solving, case management, and implementation of interventions and supports.
- Collaborate with general education leaders to strengthen practices.
- Serve as liaison to families, site administrators, partner agencies, county offices, and community organizations.
- Assist the Assistant Superintendent in SELPA-related functions including compliance tasks, reporting, interagency coordination, and support to schools; oversees the Community Advisory Council and participates in SELPA meetings on behalf of the District.
- Respond to complex cases, mediation/complaint processes, and due process matters in collaboration with district legal counsel.

- 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 a K–12 educational or public agency setting, including at least two years in a leadership or administrative capacity at the principal level or higher (or equivalent experience).

LICENSES AND CERTIFICATES

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