

SELPA Executive Director

Diversity, Equity, Inclusion & Belonging Vision Statement: At the Marin County Office of Education, we commit to being inclusive, anti-racist, and culturally proficient.

Purpose Statement

The job of SELPA Executive Director is done for the purpose/s of providing leadership and direction for the programs and operations of the Special Education Local Plan Area (SELPA); ensuring compliance with state and federal laws and regulations; administering and monitoring budgets and resources; coordinating services among districts, agencies, and the County Office; and developing strategies that promote high-quality, inclusive educational programs for students with disabilities throughout the SELPA.

The SELPA Executive Director serves as an employee of the Administrative Unit of the SELPA, subject to the policies and procedures of the Administrative Unit and receives direction from and is responsible to the SELPA Governing Board (Operational Steering Committee ("OSC")).

Essential Functions

- Coordinates approval, inventory, and placement of low incidence equipment based on state approved guidelines and local policies and procedures for the purpose of ensuring equitable access to education for students with low incidence disabilities.
- Coordinates, advises, and facilitates the Special Education Advisory Committee (SEAC) regarding matters pertaining to federal and state laws, local policies and procedures, and the implementation of the Local Plan for the purpose of providing a continuum of programs and services for students with disabilities.
- Coordinates, facilitates, monitors, and oversees updates to the SELPA Local Plan as well as the completion of SELPA financial reports, compliance documentation, and other required local, state, and federal reports for the purpose of completing the required submissions accurately and within established timelines.
- Develops and manages intra- and inter-agency agreements, contracts, and memoranda of understanding with member LEAs, state agencies, nonpublic agencies, and nonpublic schools, and other service providers for the purpose of improving outcomes and supporting a comprehensive continuum of programs and services for students with disabilities.
- Develops, implements, and monitors department budgets and approves all department expenditures in accordance with local, state, and federal guidelines for the purpose of ensuring efficient use of resources and fiscal accountability.
- Engages in long-range planning and collaborates with stakeholders to use data-driven decision making to develop, recommend, and implement strategies, as needed, for the purpose of aligning SELPA operations with evolving educational priorities and fiscal realities, while enhancing the SELPA's effectiveness and sustainability.
- Keeps the OSC and member LEAs informed of fiscal trends, challenges, and long-term financial implications, recommends to the OSC the development and implementation of regionalized special education programs and services based on needs of its member LEAs, and, at the direction of the OSC, leads initiatives and facilitates ad hoc committees representative of key constituent groups for the purpose of improving outcomes and providing access to a continuum of programs and services for students with disabilities.
- Manages the interpretation and implementation of local, state, and federal special education mandates, policies, regulations, procedures and protocols for the purpose of ensuring compliance and serving as a liaison between Local Educational Agencies (LEAs) and the state and federal education departments.
- Participates in appropriate regional, state, and federal meetings, conferences, and hearings related to legislation, emerging issues, program compliance, policies, guidelines, and funding that impact the SELPA for the purpose of gathering and conveying information and providing leadership, representation, and advocacy.
- Plans for staffing needs within the SELPA including the selection and assignment of personnel for the purpose of

aligning processes and complying with applicable state and federal laws, Administrative Unit procedures, Commission rules, and collective bargaining agreements.

- Promotes professional growth and capacity building for educators and families through coaching, training, and ongoing support opportunities for the purpose of providing information regarding legal mandates, local policies and agreements, enhancing instructional practices, and improving outcomes for students with disabilities.
- Provides guidance, consultation, and technical assistance to member LEA Superintendents for the purpose of providing support regarding special education programs, legal mandates, best practices, and fiscal allocations as well as to support the identification of targeted actions for students with Individualized Education Programs (IEPs) within the Local Control and Accountability Plan (LCAP) and ensuring these actions align with strategies outlined in the annual assurances support plan.
- Provides leadership, direction, and guidance for SELPA personnel and establishes systems for effective communication and collaboration across the SELPA for the purpose of providing alignment with the SELPA's goals and priorities and improving the quality and efficiency of SELPA support and services.
- Provides oversight and assesses the quality of SELPA operations for the purpose of providing effective and equitable services to improve outcomes for students with disabilities, align with local needs and comply with state and federal law.
- Reviews Nonpublic Agency/School and Residential Treatment Center certification applications and establishes local procedures for the monitoring of students placed in them for the purpose of aligning with the procedures adopted by the California Department of Education.
- Serves as an intermediary between LEA administrators, families, and community agencies to coordinate services, promote understanding of policies and best practices, and facilitates alternative dispute resolution processes for the purpose of addressing and resolving conflicts collaboratively, complying with legal requirements, and fostering positive relationships among education partners.
- Supervises, evaluates, and as needed, provides improvement support to assigned personnel for the purpose of ensuring high standards for accountability and performance, enhancing productivity of personnel, and achieving objectives within budget.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge, Skills and Abilities

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: comprehensive knowledge of applicable state and federal laws, regulations and compliance requirements governing special education programs in California; special education funding provisions; strategic leadership and direction; personnel processes; standard business practices; knowledge of community resources; program planning and development.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; supervising assigned staff effectively; preparing and maintaining accurate records; overseeing program financial activities; administering policies and procedures; analyzing budgets; and facilitating effective meetings.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of

circumstances; analyze data utilizing a variety of complex processes; and utilize equipment under a variety of conditions for multiple purposes. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: perceiving and analyzing printed and digital text, data visualizations, and financial reports; demonstrating an ability to lead from an equity lens; communicating effectively to exchange complex information and deliver presentations; adapting to changing work priorities; facilitating communication between persons with frequently divergent positions; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data; ability to travel to various locations within the county and state for meetings and conferences.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing a department; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 75% sitting, 15% walking, and 10% standing. The job is performed in a generally hazard free environment.

Experience: Job related experience within specialized field with increasing levels of responsibility is required in Special Education Administration for a minimum of 5 years. This must include serving in an administrative position including experience administering programs, budgets, and supervising staff in the area of special education.

Education: Master's degree in job related area.

Required Testing

Certificates and Licenses

Valid California Administrative Services Credential
Valid California Teaching Credential or Pupil Personnel Services Credential
Valid Driver's License and Evidence of Insurability

Continuing Educ./Training

Maintains certificates and licenses
Mandated Reporter Training Certificate

Clearances

Measles Vaccination
Pre-Employment Fingerprinting
Tuberculosis (TB) Clearance

FLSA Status

Exempt

Approval Date

Pay Grade

Revised Date