



# Sequoia Union High School District

## Job Description

<b>JOB TITLE:</b>	<b>Executive Director of Special Education</b>
<b>REPORTS TO:</b>	Superintendent or Designee
<b>CLASSIFICATION:</b>	Certificated Management
<b>SALARY SCHEDULE:</b>	Level I
<b>WORK - YEAR / HOURS:</b>	222 Days
<b>LOCATION:</b>	District Office
<b>BOARD APPROVAL:</b>	April 5, 2017

### DEFINITION

Under the direction of the Superintendent, the Executive Director of Special Education coordinates and directs districtwide educational programs and services for students with disabilities. The Executive Director provides leadership and oversees the work of the Special Education Coordinator, Program Specialists, Psychologists, Speech and Language Specialists, other Special Education support staff members, school site level Special Education programs, non-public schools and agencies, and other state agencies providing services to disabled students.

### DUTIES AND RESPONSIBILITIES

1. Direct the development, implementation and monitoring of the instructional program and eligibility requirements for all students with exceptional needs;
2. Assume full management responsibility for the Special Education Department, providing educational services for all students with exceptional needs, including health, psychological, child welfare and attendance, speech, language, hearing, adaptive physical education, special education transportation, home instruction, counseling, and nursing/health programs;
3. Manage the development and implementation of Special Education Department goals, objectives, policies, practices, and priorities;
4. Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures, identify opportunities for improvement, and direct the implementation of changes;
5. Coordinate the preparation and implementation of special education participation in both state and federal compliance reviews;
6. Monitor changes in legislation and legal guidelines; develop recommended policy changes as needed;
7. Ensure timely and accurate reporting of data to Federal and State authorities;
8. Ensure legal compliance with discipline, attendance and special education regulations and laws;
9. Represent the Special Education Department to outside agencies and individuals;
10. Attend and participate in professional group meetings related to Special Education;
11. Stay abreast of new trends and innovations in the field of special education program development;
12. Assume a significant role as the District's representative to the Special Education Local Plan Area;
13. Coordinate with other public service agencies in the provision of services to individuals with exceptional needs;
14. Supervise the Program Specialists in support of teachers in the development of curriculum and the implementation of instructional programs;
15. Coordinate the services of school psychologists;
16. Coordinate activities and programs with social services, health, and other agencies concerned with the education of handicapped students;

17. Consult with and assist administrators, program specialists, teachers and specialists in evaluating and documenting instructional programs and in the selection and utilization of appropriate assessment instruments and innovative instructional strategies;
18. Supervise and coordinate the services of home teachers, itinerant special education teachers, special education resource teachers, special education paraprofessionals and aides, and special education program interns;
19. Design and implement school site and District staff development activities based on data collected through needs assessments when appropriate;
20. Evaluate Special Education Department personnel providing support and assistance and developing improvement plans with employees to correct deficiencies when necessary;
21. Provide training for all special education staff members and participate in appropriate areas of curriculum development;
22. Consult with parents and other family members regarding Individual Education Program (IEP) placement and review process;
23. Explain and interpret Special Education programs, policies and activities;
24. Represent the district and participate in IEP meetings, informal conferences, mediations and due process hearings to resolve issues for special education students;
25. Respond to, negotiate and resolve sensitive, significant, and controversial issues, inquiries and complaints related to Special Education;
26. In coordination with summer school administration, coordinate and administer the special education Extended School Year program;
27. Assist in the placement, monitoring, contracting and transition of students in non-public schools and agencies;
28. Establish and maintain, within District policy and guidelines, appropriate staffing and service levels and monitor special education program staffing;
29. Coordinate hiring of special education staff members in cooperation with site principals and other district staff;
30. Monitor and manage special education budgets;
31. Prepare and present staff reports, interpret programs, and engage in other necessary correspondence for the Superintendent and staff as required; and
32. Perform related work as required.

## **QUALIFICATIONS**

### Knowledge Of

1. Operational characteristics, services, and activities of an effective and comprehensive special education program
2. Organizational, administrative, and management principles and practices related to educational and instructional services models
3. Current educational programs, curriculum, and instructional practices and strategies which assist students with disabilities in securing a quality education
4. Philosophies and principles related to the development and implementation of an effective, locally responsive Response to Instruction and Intervention (RtI<sup>2</sup>) model and other research based methodologies
5. Teaching and learning theory
6. Day-to-day operations and appropriate support services necessary to assure the effectiveness of high school special education programs
7. Applicable federal and state laws, codes, regulations, policies, and procedures related to students with disabilities, health services, and Section 504 regulations

### Ability To

1. Provide administrative and professional leadership and direction for the Special Education Department;
2. Effectively plan, organize direct, and coordinate educational programs, support services and the work of various teachers, service providers, and clerical personnel to meet the needs of students and the goals of the department and district, delegating authority and responsibility appropriately;

3. Assess program effectiveness, analyze problems, identify solutions, and implement action plans;
4. Identify, understand, and respond to the issues, concerns and needs of the community, Board, and Superintendent related to Special Education;
5. Research, analyze, and evaluate new service delivery methods, procedures, and techniques;
6. Interpret and apply policies, procedures, laws and regulations pertaining to assigned programs and functions;
7. Communicate effectively using diplomacy and inclusion to successfully involve all members of the school community;
8. Develop consensus and broad based support for new initiatives and reforms, working collaboratively with all stakeholders;
9. Employ a collaborative management style, demonstrating strong interpersonal and team-building skills and developing positive relationships with staff and community members;
10. Build a climate of trust and respect;
11. Demonstrate trustworthiness, honesty, and integrity;
12. Articulate a clear vision and goals;
13. Lead by example;
14. Inspire quality performance in others;
15. Be visible and approachable;
16. Exercise judgment and discretion in dealing with confidential matters;
17. Prepare clear and concise reports as needed;
18. Prioritize work to meet schedules and timelines;
19. Select, supervise, train and evaluate staff;
20. Be energetic, enthusiastic, creative, and flexible;
21. Work independently with little direction; and
22. Place students first in the decision-making process.

## **JOB REQUIREMENTS**

### Education

Bachelor's degree from an accredited college or university; equivalent to a Master's degree from an accredited college or university; training in the broad aspects of special education.

### Desired Experience

A minimum of five (5) years of successful administrative or leadership experience (program specialist, program manager, coordinator, site administrator, etc.); five (5) years of responsible special education classroom teaching experience; prior experience with due process hearings, the development and implementation of comprehensive staff development programs, and/or the creation, implementation and supervision of special education programs.

### Certificate, License, and Other Requirements

Hold or be eligible for a valid California Administrative Services credential; hold a valid California credential in special education or school psychology; possession of a valid California driver's license; insurable under the District's insurance policies. Upon recommendation for employment, prospective employees will be required to provide a current verification of a negative TB test or X-ray and be fingerprinted through the Department of Justice.

## **PHYSICAL REQUIREMENTS**

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and large document holders (binders, manuals, etc.).

- Physical ability to reach, bend and grasp in order to file and retrieve materials.
- Physical ability to sit or otherwise remain stationary or stand at work post for long periods.
- Noise level in working environment is moderate.

#### **OTHER REQUIREMENTS**

- Department of Justice fingerprint clearance.
- Evidence of Tuberculosis clearance.
- May require a valid California Driver License, and willingness and ability to travel to various sites within the Bay Area.

The intent of this position description is to provide a representative summary of the major duties and responsibilities performed by incumbents of the position. Incumbents may be required to perform job-related tasks other than those specifically presented in the description. Reasonable accommodations may be made to enable individuals with disabilities to perform the above-stated essential functions.

SUHSD is an equal opportunity employer in compliance with the Americans with Disabilities Act and all other applicable Federal, State, and Local regulations.