

**ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION / SELPA DIRECTOR****DEFINITION:**

Under the direction of the Superintendent, the Assistant Superintendent of Special Education / Special Education Local Planning Area Director supports the educational programs of the District by serving as an executive member of the Superintendent's cabinet and by providing leadership and assuming management responsibility with the development, selection, implementation, evaluation, and continual refinement of the District's Special Education program, curricula, and assessment system in order to accelerate and enhance student achievement for all students.

**QUALIFICATIONS:**

Experience: A minimum of three years credentialed experience and three years administrative experience preferably with emphasis on working with Special Education programs

Education: Master's Degree, preferably in a Special Education field or Education Administration

Possession of a California Administrative Credential

Possession of a valid California teaching or other related services credential

Other: A valid California driver's license

**DISTINGUISHING CHARACTERISTICS:**

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Superintendent or designee, incumbent will:

- Plan, organize, control, direct, and administer the District's Special Education Department.
- Attend all board of education meetings representing the Special Education Department.
- Provide direction and leadership to school administration with the planning and implementation of services to Special Education students while ensuring compliance with federal mandates of the Individuals with Disabilities Education Act (IDEA).
- Assist the educational community in understanding District, state, and federal goals and objectives, and the strategies utilized for achieving them; expand public awareness and outreach to broaden support of public schools and special education.
- Serve as the SELPA Director representing SELPA to elected officials and outside agencies; develop and monitor the Annual Service Plan in conjunction with the SELPA Governance Council.
- Develop, implement, and supervise procedures for Due Process, Mediation and Hearing processes, and assist District directors in response to complaints and due process. Oversee litigation and compliance complaints for students with disabilities under Individuals with Disabilities Act (IDEA) and consult with American Disabilities Act (ADA) and Section 504 litigation.
- Lead and monitor implementation of curriculum alignment with District, state, and federal goals and objectives, performance-based assessments, use of instructional technology, and articulation.
- Establish a results-based culture through continuous collection, examination, and use of data to develop long and short-range plans to improve instructional process providing assistance to school sites with on-going monitoring and analysis.
- Conduct staff meetings and related training to promote alignment and continuity of curriculum to identify and encourage leadership potential.
- Direct, supervise, observe, assess, and evaluate personnel performance ensuring all levels of staff adhere to District, state, and federal educational and professional standards, including Psychological and Vocational Education Departments; oversee the supervision and evaluation of Home/Hospital programs and teachers, psychologists, program coordinators, occupational and physical therapists, adaptive physical education teachers, and itinerate certificated and classified Special Education staff
- Work closely with the appropriate staff for Preschool through Adult Education instructional programs.
- Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
- Assist with the development, implementation, interpretation, and administration of policies, rules and regulations, and negotiated employee agreements.
- Serve as a member of a variety of community organizations, school and District committees to ensure the interests of the District are properly served, such as the Community Advisory Committee (CAC) and parent organizations.
- Participate in Special Education budget planning activities in conjunction with the SELPA Governance Council, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. May be responsible for managing, monitoring, and evaluating specially funded programs to ensure compliance with funding agency standards and guidelines.
- Supervise Special Education and Extended Year classes and recommend annual modifications based upon enrollment and students' unique needs.

**ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION / SELPA DIRECTOR**

- Collaborate with a variety of District staff responsible for special education programs ensuring a comprehensive educational experience for special education students.
- Provide oversight of course outlines specifically designed for students with IEPs.
- Oversee the discipline/suspension/expulsion and inter-/intra District transfer process for students with disabilities.
- Provide support to the Superintendent with one-time, long-term or on-going special projects as needed.
- Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel. Participate in personnel management systems, including the recruitment, selection, retention, and separation of personnel. Evaluate the work and administrative performance of assigned staff.
- Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.
- Coordinate with Elementary and Secondary Assistant Superintendents of Instruction for oversight of Director of Social Emotional Learning and Director of Attendance and Due Process.
- Collaborate and participate in the annual LCAP update and goal setting process.
- Represent the authority of the Superintendent in all administrative matters pertaining to the Special Education Department. Develop, evaluate and make recommendations to the Superintendent regarding policies and procedures governing the operation of the District's Special Education Department.
- Conduct regular meetings with the staff under his/her responsibility to discuss objectives, improvement efforts and challenges in the schools and the District.
- Collaborate with community, student and staff groups of the diverse ethnicities represented in the District, and lead and work with school improvement initiatives that close the student achievement gaps between racial, ethnic, and economic groups.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; supervise MIS and data collection system; assure accuracy of federal, state or grant reporting.
- Provide direction and supervision over the various support services provided by Special Education and grant applications.
- Work effectively with school districts, community organizations, government agencies, legislators, parents, students, and staff.
- Participate, coordinate or conduct a variety of meetings, staff development, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, and activities.
- Provide leadership in the review of existing and pending legislation related to special education guidelines and district policies; recommend origination, modification, or support of legislative measures.

**KNOWLEDGE:**

- Education Code, district policies, district goals, district procedures, and state and federal regulations related to special education including the ability to interpret and apply rules, regulations, and standards to public school leadership and communication styles to address and meet the needs of various school and community stakeholders
- Effective management of school operations technology applications relative to special education, general education, and administration.
- Personnel practices and interpersonal relations

**ABILITIES AND SKILLS:**

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.