

Job Description
East San Gabriel Valley SELPA Executive Director

Definition:

The SELPA Executive Director shall plan, organize, advise, and assist in the delivery and administration and coordination of special education services in the geographic area described as a SELPA; organize and coordinate standing committees; establish, maintain, and monitor budgets and SELPA participant expenditures; assist in the planning, organization, and coordination of programs and services for pupils with special needs within the service area, including charter schools operating as an LEA for purposes of special education; plan, develop, and implement in-service training and staff development programs; assist in the development and implementation of operational policies, regulations, and procedures; negotiate, develop, and monitor interagency agreements; interpret and provide guidance for the implementation of state and federal legal mandates regarding special education and services to children with special needs; plan, organize, and assist in the management of facilities and transportation for children with special needs; and perform related duties as assigned.

This position requires specialized subject matter expertise in special education, as well as directly related and progressive administrative and supervisory experience. Knowledge is applied to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts, and solutions. The Director makes decisions and presents recommendations concerning and impacting critical educational and administrative operations. Under administrative direction, the Director makes decisions of critical consequence, which directly impact the operations of programs and projects and/or the development and implementation of policies and operational procedures. The Director has supervisory responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of the work performed by the unit staff, including technical and clerical employees. The Director meets frequently with State Department of Education staff; federal compliance personnel; advisory and community action groups; charter school staff, interagency administrators, and other policy makers; and internal staff for the purpose of planning and directing activities, negotiating service agreements, and arriving at alternative solutions to program and project problems, issues and concerns in the SELPA, including fiscal and programmatic matters.

Examples of Duties:

Duties may include, but are not limited to, the following:

- Plan and administer the human and monetary resources of the SELPA programs and services to ensure that special education aims, goals, and objectives are accomplished within prescribed priorities, time limitations, and funding;
- Coordinate and communicate effectively with superintendents, business officials, special education directors, charter school administrators, and school board liaisons regarding the planning, organizing, and administering of the programs and services;
- Plan, coordinate, and collaborate with local, county, state, and federal agencies in the development and implementation of programs, operational service policies, and guidelines;
- Plan, develop, and administer SELPA operational budgets, including expenditure control processes;
- Negotiate, monitor, and review interagency service and operational agreements and program funding with district officials and state and federal agencies;

- Plan, prepare, and present information on special education plans, agreements, and state and federal compliance issues to school board;
- Plan, organize, and facilitate the SELPA governance councils to discuss and evaluate program policies, procedures, and service delivery models;
- Provide leadership and take an active role in the interpretation and implementation of state and federal legal mandates and regulations;
- Plan, organize, and maintain management information systems, which include the SELPA special education population and pupil attendance for use in planning budgets and providing student information required by state, federal, and local agencies;
- Act as a liaison to the Community Advisory Committee and to parents in the SELPA;
- Propose and recommend language concerning legislation to address the needs of special education and SELPA problems and issues;
- Plan, organize, and direct research and development activities in the design and implementation of new special education programs and services;
- Manage, supervise, and evaluate the performance of technical and clerical personnel to ensure compliance with division policies and operational objectives;
- Provide training and technical assistance to district and charter school staff as well as the community at large.

Knowledge of:

- Principles, techniques, strategies, goals, and objectives of public education and special education programs and services;
- Principles, practices, methods, and trends of the organization and management of SELPA programs and projects;
- Federal, state, and county laws, codes, and regulations concerning special education and SELPA operations;
- Evaluation strategies and techniques for determining the operational effectiveness of SELPA programs and services;
- Principles and techniques of budget preparation and fiscal administration;
- Human relations and conflict-resolution strategies; team-building techniques.

Ability to:

- Analyze, assess, and interpret statistical and programmatic data; apply gained insight into program and service administration and supervision;
- Analyze complex problems, develop solutions, and make effective decisions;
- Communicate effectively in oral and written form;
- Establish and maintain effective working relationships;
- Exhibit an understanding and ability to work effectively in diverse situations reflective of the communities served.

Required Qualifications, Training, and Experience:

Any combination of education and experience that would indicate possession of the knowledge, skills and abilities herein:

- Seven or more years of directly related, comprehensive, and progressive experience, including four years of administrative experience in special education;
- California Administrative Services credential;
- Public school district experience preferred.