

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: Director, Special Education and Support Services

Classification: Certificated
Management

Reports to: Assigned Supervisor

Range: Certificated Management
Salary Schedule

EDUCATION AND EXPERIENCE

Masters Degree or higher. A minimum of three years of successful administrative experience.

LICENSES AND OTHER REQUIREMENTS

Valid California Driver's License

California Administrative Services Credential

Valid California Teaching and/or Pupil Personnel Services Credential in School Psychology

SUMMARY

Under the direction of the assigned supervisor, plan, organize, monitor and oversee the Special Education and Support Services Departments. Works in conjunction and interactively with General Education to develop and integrate a full spectrum of Special Education services. Maintain compliance with State and Federal laws and regulations. Supervises and evaluates the performance of assigned personnel.

REPRESENTATIVE DUTIES (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

- Plan, organize, control, direct and evaluate a variety of programs, projects and activities related to the Special Education and Support Services programs for the District.
- Responsible for developing and evaluating programs for Special Education students; including curriculum implementations and evaluations.
- Supervise all SDC and RSP programs in the District; preschool through grade 12.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; provide for appropriate research and compile reports for State and Federal agencies.
- Prepare and present appropriate periodic reports to Cabinet and the Board of Trustees related to special education and preventative services and programs.
- Supervise and evaluate the performance of assigned certificated and classified staff; interview and select employees and recommend transfers, assignment reassignments, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff.
- Monitor and manage the Special Education and Support Services budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.
- Plan, coordinate, and facilitate Special Education and Support Staff meetings.
- Ensure compliance with Federal and State laws and regulations.
- Implement and supervise Intensive Reading Intervention Programs for Special Education including non-identified student programs.

Director – Special Education and Support Services – Continued

- Develop and implement policies and procedures for the Special Education and Support Services Department.
- Collaborate with Fresno County Office of Education for special programs (CIRCLE, DNA Community Court School).
- Attend and participate in SELPA committee meetings.
- Respond to Office for Civil Rights complaints, State Department of Education investigations, and Due Process hearings.
- Responsible for CASEMIS management and maintaining compliance with maintenance of effort.
- Develop and supervise programs for Licensed Care Institutions; including intake and placement of students.
- Attend a variety of management meetings representing the Special Education program.
- Attend or chair a variety of meeting; represent the District in collaborative/ partnerships/task forces with the County, human services agencies, institutions of higher education, business/industry and judicial and law enforcement agencies.
- Monitor district-wide 504 services and protection.
- Attend conferences to stay current with the latest developments in Special Education; including laws and regulations.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

Should possess personal characteristics generally recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment and ability to work cooperatively with others.

Knowledge of:

- Current educational administration principles and practices
- Differentiation of content areas for professional development purposes for: Assessment, Curriculum and Instructional design, Student and Adult Learning Theory, Professional Development, Special Education, Gifted and Talented, Migrant, ELD, Data Analysis, Preschool/ECE
- Neuroscience research and its implication on teaching and learning
- Proven ability to conduct professional development sessions, including group presenting and facilitation
- Employee organization contracts
- District organization, operations, policies and objectives
- Special education policies, including state and local mandates reporting and analysis of special education programs
- Knowledge of strategies and/or systems to address disproportionality for historically marginalized populations
- Multi-Tiered Systems of Support as preventative practices and related services
- Individualized Education Plans and Behavior Support Plans
- Oral and written communication skills using standard academic language
- Applicable laws, codes, regulations, policies and procedures

Ability to:

- Plan, organize and administer a complex Special Education program
- Support and monitor the delivery of curriculum and programs through professional development and onsite support and coaching
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Monitor the assessment of the instructional and program leadership needs
- Exercise judgment and discretion in interpreting and applying policies and procedures

Director – Special Education and Support Services – Continued

- Analyze situations accurately and adopt an effective course of action in concert with district level staff and site principals
- Meet schedules and time lines
- Work independently as well as collaboratively with little direction
- Plan and organize work
- Prepare comprehensive narrative and statistical reports
- Supervise and evaluate the performance of assigned staff and programs
- Remain current on trends and developments in the Special Education field

WORKING CONDITIONS**Environment:**

Office environment; driving a vehicle to conduct work.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.