

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: ASSOCIATE SUPERINTENDENT

BASIC FUNCTION:

Under the direction of the Superintendent, the Associate Superintendent serves as the chief labor negotiator and identifies and meets the needs of diverse learners by providing comprehensive planning, coordination and system leadership to ensure equitable access to high-quality special education and related services.

ESSENTIAL FUNCTIONS:

Serve as the chief negotiator of all bargaining unit/employee group negotiations and labor relations;

Supervise and evaluate the Chief Human Resources Officer;

Set a clear vision and goals for the District's SELPA and Special Education Department to increase academic achievement and provide support for students with special needs;

Cultivate a commitment among all District staff that the success of students with disabilities is the responsibility of all staff;

Ensures the District meets all Region 3 and State SELPA requirements;

Ensures the EGUSD SELPA successfully meets all external audits and uses audit findings to continuously improve Special Education programs and processes;

Annually review and finalize the SELPA Master Contract;

Complete annual special education enrollment projections and in partnership with the District's Chief Financial Officer, develop staffing and budget projections to be presented to and approved by the Superintendent;

Oversee all Special Education legal proceedings and work directly with the District's Special Education Legal Counsel;

Ensure positive and productive relationships with the District's Community Advisory Committee are maintained;

Assess the distribution and location of Special Education services to ensure allocation is equitable and provides the best resources to efficiently and effectively enable students with disabilities to achieve IEP academic and behavioral goals;

Ensure comprehensive and accurate accountability systems are in place to monitor the identification of students with disabilities and develop proactive and responsive actions to avoid/eliminate instances of disproportionality;

Develop the Special Education Department's organizational structure to most efficiently and effectively provide services to students, families and staff;

Supervise, guide and develop the District's SELPA/Special Education Department Director;

Monitor the services and procedures related to all non-public schools and non-public agencies with whom the District contracts;

Supervise and manage school psychologists and collaborate with Educational Services in the development, coordination and implementation of a Multi-Tiered System of Support framework;

Utilize a Multi-Tiered System of Support framework to provide and allocate resources based on data-based student needs;

Collaborate with principals, principal supervisors, district departments to provide supports for a variety of school settings and build school support systems with necessary resources;

Apply research and best practices to inform the development of theories of pedagogy, intervention programs, and improve the delivery of special education and related services;

Plan, develop, and implement an innovative comprehensive program for students with disabilities which assesses the needs of students, identifies the barriers, establishes objectives and priorities, develops strategies to achieve program objectives, and evaluates programs;

Garner feedback from schools to inform District-level special education policies and practices; assess the effectiveness of the department to effectively prioritize, plan, innovate, and implement improvements as needed;

Establish processes for quality controls, operational efficiency, and accuracy in departmental work;

Use and analyze data to drive decisions and guide problem-solving to achieve the best student outcomes;

Share data with broad audiences to improve transparency and communication; facilitate problem-solving and dispute resolution to ensure appropriate services and resources are in place for students;

Consult with District staff on specific individual cases when further interpretation of federal, state and/or local policies are required;

Provide technical assistance to staff, families, and outside agencies based on an understanding of special education law, including legal mandates and regulations governing special education and related services;

Lead, supervise, mentor, and provide feedback and support to improve practice, build capacity, and maximize talent of staff;

Increase the effectiveness of school-based special educators and assist in the recruitment,

selection, and matching of candidates for special education and related services;

Collaborate to refine and implement District evaluative frameworks, tools, and professional growth opportunities aligned with current research and significant developments on the state and national levels related to innovative instructional practices and continuous improvement strategies for students with special needs;

Partner with District leadership to create district-wide professional development programs that build the capacity of teachers and leaders to implement inclusive practices for students with special needs;

Make decisions based on research and best practices in special education, psychology, social work, health, counseling, student support team, and related services;

Compile budgets, cost estimates, and timelines based on District needs, goals and improvement priorities and strategically manage and allocate resources aligned to students' needs;

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to special education, innovation, and learning;

Perform related duties consistent with the scope and intent of the position.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Education code, administrative and board policy, federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility, bargaining unit contracts, and collective bargaining methods.

Utilization of data and assessment results to inform instruction and provide effective interventions for improved student achievement.

District Curriculum, District content standards, and the California Standards for the Teaching Profession.

State and Federally identified school improvement models and requirements.

Effective decision-making and accountability methods for results.

Best practices and national trends and research for the instruction of diverse learners.

Planning, organization, and direction of special education.

Curriculum development policies and procedures.

Budget preparation and control.

Applicable laws, codes, regulations, policies, and procedures.

School district organization, operations, policies, and objectives.

Principles and practices of management, supervision, and training.

Evaluation approaches, strategies, and techniques.

Operation of a computer and related software.

ABILITY TO:

Negotiate collective bargaining agreements, side letters, and memorandums of understanding

with a variety of labor groups.

Assess the effectiveness of the department and effectively prioritize, plan, innovate and implement improvements, as needed.

Serve as a member of the Superintendent's Cabinet and District Management Team.

Address systemic issues efficiently, effectively, and consistently.

Facilitate the development, enhancement, and improvement of curriculum and instructional programs.

Assure compliance with District content standards and the California Standards for the Teaching Profession (CSTP).

Develop and plan professional development, curriculum, and training programs.

Work independently with little direction to meet schedules and timelines.

Prepare comprehensive narrative and statistical reports on a variety of educational topics.

Communicate clearly and concisely, respond to questions, both orally and in writing, for multiple audiences.

Read, interpret, apply, explain and provide guidance on special education rules, regulations, policies, and procedures.

Supervise and evaluate the performance of assigned staff.

Operate a computer and related software.

Meet state and District standards of professional conduct as outlined in Board Policy.

Attend all regular meetings of the Board of Education.

EDUCATION AND EXPERIENCE REQUIRED:

Any combination equivalent to: Master's degree in educational administration, special education, or a related field;

Experience in Human Resources, specifically in leading and facilitating labor negotiations;

Seven (7) years of supervisory, administrative, and/or management experience in education or related field, preferably in a large school district.

LICENSES AND OTHER REQUIREMENTS:

Administrative Services Credential and Teaching Credential from the State of California Commission on Teacher Credentialing required;

Valid California driver's license; provide personal automobile and proof of insurance.

WORKING CONDITIONS:

Office environment.

Drive a vehicle to conduct work.

Must be willing to attend evening/weekend meetings or activities.

BOARD APPROVED: