

EXECUTIVE DIRECTOR OF SPECIAL EDUCATION
AND PSYCHOLOGICAL SERVICES

I. DESCRIPTION OF POSITION

Under the direction of the Assistant Superintendent, Educational Services, the Executive Director of Special Education and Psychological Services leads, plans, organizes, manages, and directs all aspects of the Special Education programs, settings and services for students with disabilities; provides leadership in the District's planning activities; oversee 504 plans, and other student health services. Strengthening the engagement of students and families, implementation, monitoring and evaluation of the PreK-Transition Special Education and Psychological Services staff, coordinates student psychological assessments, and acts as a district liaison to county and state officials regarding compliance and legal procedures.

II. MAJOR DUTIES AND RESPONSIBILITIES

- A. Supervising and evaluating special education and related services staff and programs, including overseeing high-quality professional development programs.
- B. Plans, organizes, coordinates and conducts need assessment and service inquiries in determining the effectiveness of special education programs and services, and in the development of improved programs, processes and procedures.
- C. Supervises the psychological services program.
- D. Follows a planned professional growth program, participates actively in local, state and national professional education, special education and administrator associations, and studies local, state and national guidelines for effective special education programs.
- E. Plans, organizes, and directs research and development activities, including action research and the projecting, planning and forecasting of future special education programs and services, functions and activities.
- F. Provides leadership and expertise in identifying, formulating, and implementing the District's special education goals and objectives in compliance with state and federal legal mandates, Board goals and objectives, and other guidelines.
- G. Coordinates the development of processes, strategies, and feasibility planning to ensure that the necessary human and monetary resources are properly and appropriately utilized in order to achieve the special education result expectancies.
- H. Facilitates the planning, organization and implementation of in-service and/or training programs for parents and staff.
- I. Establishes communication feedback systems and processes for monitoring and auditing the special education program functions to guarantee activities are pursued within appropriate accountability guidelines.
- J. Evaluates certificated special education staff.
- K. Supervises the operation and management of SEIS, the district's special education information system.
- L. Directs the preparation of a variety of management reports, including pupil counts and any other local, county, State and/or Federal reports as required.
- M. Implements special education budget planning guidelines and procedures, and expenditure control strategies.
- N. Supervises the operation and management of California Special Education Management Information System (CASEMIS) reporting.
- O. Guides and participates in special education due process and litigation processes, as required.

- P. Provides advice and counsel to District staff and members of the educational community concerning all matters relating to special education and related services provided by the District.
- Q. Provides consultation, support and technical assistance to site principals and district staff on all educational, program and legal matters relating to special education programs and related services.
- R. Serves as the district liaison with other public and private agencies providing services to students with disabilities, including overseeing the functioning of the SELPA.
- S. Attends SELPA meetings as required.
- T. Responsible for ensuring and monitoring compliance with all Federal and State regulations governing special education programs, including OCR and the State Department of Education.
- U. Oversee the district crisis team.
- V. Attends Governing Board meetings and makes presentations to the Governing Board as needed.
- W. Coordinates and supervises the Home Hospital program.
- X. Other duties as assigned.

III. EDUCATION AND EXPERIENCE

- A. Possession of a valid California Clear Education Specialist Instruction credential.
- B. Possession of a valid California administrative credential.
- C. Master's Degree from an accredited institution of higher learning, preferably in special education, administration or a closely related field.
- D. Five or more years of successful teaching, school counseling, or school psychological support experience.
- E. Three or more years of successful experience in an administrative position, preferably including experience as a site principal or special education program specialist.

IV. KNOWLEDGE, SKILLS AND ABILITIES

- A. Knowledge and Skills:
 - i. Principles, practices, trends, goals and objectives of special education.
 - ii. Philosophical, educational, fiscal and legal aspects affecting special education programs.
 - iii. Organization, management, planning and evaluation strategies, techniques and procedures; research and development strategies, processes and techniques.
 - iv. Special education program design and delivery systems, including audit and evaluation processes that determine effectiveness.
 - v. Research and development strategies and techniques.
 - vi. Current applicable laws, regulations, codes, policies and procedures.
 - vii. Interpersonal skills, conflict resolution strategies and procedures and team management, building methods and techniques.
- B. Ability to:
 - i. Plan, organize, coordinate and direct the district special education programs.
 - ii. Develop and implement budget planning and expenditure control processes and procedures.
 - iii. Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective.
 - iv. Evaluate and analyze complex problems, issues and concerns, recommend appropriate alternative solutions and make effective and timely decisions.
 - v. Establish and maintain cooperative organizational, public and educational community relationships.
 - vi. Interpret, apply and explain rules, regulations, policies and procedures.
 - vii. Analyze situations accurately and adopt an effective course of action.
 - viii. Prepare comprehensive narrative and statistical reports.
 - ix. Supervise the performance of all Special Education managerial and other staff.
 - x. Demonstrate effective communication skills both orally and in writing.
 - xi. Use a computer to run programs, make presentations, use tools and devices etc.
 - xii. Use Google Apps for Education (Docs, Sheets, Forms, and Slides).

V. PHYSICAL DEMANDS AND WORK CONDITIONS

- A. School working environment: This person will be subject to bending, crouching or kneeling to assist students, pushing/pulling and lifting of instructional equipment and supplies, sitting on chairs and/or floor and leaning over desks for prolonged periods of time and reaching in all directions.
- B. Office working environment: This person will be subject to sitting at a desk and/or conference table for long periods of time, using telephone for prolonged periods of time, and reaching in all directions.
- C. Mobility: This person must possess mobility of arms to reach and dexterity of hands to grasp and manipulate small objects such as would be needed to use a pen or keyboard. There is a frequent requirement to attend meetings, make presentations, which may involve prolonged periods of walking, sitting and standing. Ability to routinely lift and/or carry instructional supplies, printed material and equipment weighing up to 25 pounds.
- D. Vision: This person must possess vision (which may be corrected) to read small print and computer screens.
- E. Speech and Hearing: This person must possess hearing (which may be corrected) to use a telephone and to hear discussion and questions during training sessions. The individual is required to speak clearly and distinctly, to make oral presentations, and to converse by telephone.
- F. Mental and Emotional: The person in this position is required to establish supportive, effective, and confidential relationships with a wide range of people. The person in this position must exercise tact, diplomacy, and empathy especially while working with new teachers. This person must be able to stay calm under pressure and be able to de-escalate the emotions of themselves and others in high stress situations.
- G. Other: The person in this position is required to operate a motor vehicle for the purpose of travel within and outside the district.