



Department/Division:	Special Education
Reports To:	Superintendent
Provides Direction To:	Student Services Certificated and Classified Staff, Site Administrators
FLSA Exemption Status:	Certificated Management
Date Prepared:	July 25, 2019
Date Adopted by Board:	August 14, 2019
Salary Schedule:	Certificated Management

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

DEFINITION

Under the direction of the Superintendent, the Director of Special Education oversees the planning, development, implementation, evaluation and maintenance of programs for all aspects of special education including programs for individuals with exceptional needs; provides training to special education staff, general education staff, administrators, classified staff and parents; monitors program compliance; manages due process cases and mediation; provides curricular resources to teachers and specialists; provides consultation and support to site administrators and staff in the areas of special education and related services; assists in the supervision and evaluation of support staff and assigned personnel; ensures compliance with all local, county, State and federal regulations; and performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Director of Special Education serves as a member of the Superintendent’s Cabinet, is directly responsible to the Superintendent and is accountable for the management of the Special Education Department. The Director of Special Education provides leadership for planning, coordinating, and providing direction for District testing programs, home/hospital instruction programs, psychological services, health services; plans and implements appropriate staff development programs for special education staff; acts as a liaison agent between the schools, local, county and State agencies; acts as the District representative for the Southwest Special Education Service area (SELPA), special education consortiums, cooperative agencies, School Attendance Review Board (SARB); assists in the planning and implementation of the extended school year for special needs students; oversees counselors, nurses, health, wellness and safety programs; This position requires subject matter expertise in special education programs and related services. Directly related administrative and leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative solutions to a variety of complex issues and concerns. Decisions are made by the Director of Special Education that have a critical impact on the District goals, the organization and administration of special education and related services.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Serves as Acting Superintendent in the absence of the Superintendent.
- Advises and assists the Superintendent in the formulation of general policies and rules and regulations of the District and assists in the administration, organization, and supervision of the operations of the District.
- Assists in the direction, operation, and administration of the District and each of its schools.
- Interprets the policies and regulations of the Board of Trustees and administrative directives of the Superintendent.
- Serves as the District's special education leader; participates as a member of the Administrative Leadership Team (ALT) and is directly responsible to the Superintendent and the Board of Trustees.
- Provides visible leadership for planning, coordinating and strengthening the special education program by identifying student and staff needs, determining long range and short-term goals and objectives, evaluating the effectiveness of special education programs and related services, and advising the Board.
- Observes, supervises, trains, consults with, and assists teaching staff and specialists in the development and implementation of Individualized Education Programs (IEPs) for individuals with exceptional needs; oversees support services for students.
- Determines program organization, operation and assignment of special education programs (Special Day Classes, Resource Specialist, Program Specialist, Designated Instructional Services, non-public school students, Home and Hospital Instruction, transition, and other programs as assigned); coordinates the allocation of certificated and support staff to each site/program.
- Serves as the administrative designee for IEPs for students transitioning to or in non-public school placements including residential placements both in and out of state; reviews contracts for non-public schools, non-public agencies, consultant contracts, private school contracts, and other agencies for needed services; reviews grants.
- Selects, supervises and evaluates itinerant specialists such as psychologists, occupational therapists, physical therapists, speech/language specialists, adaptive physical education specialists, program specialists, nurses, classified staff; and home teachers. Perform related duties as assigned.
- Coordinates and oversees programs and curriculum for special education students aligned with California Common Core State Standards, 21st Century Teaching and Learning, State Curriculum Frameworks, and instructional practices including intervention techniques and Multi-Tiered System of Supports (MTSS); coordinates curricular resources in the areas of special education, psychological, health, wellness, and mental health services.
- Assists site administrators in the evaluation of site student services certificated and classified staff in accordance with District-adopted guidelines for evaluation.
- Develops and administers special education budgets, ensuring that all services meet the District's budgetary and contractual guidelines and that appropriate billings are

completed for additional services; monitors and approves expenditures, ensuring sound fiscal management of special education and related services.

- Organizes, directs, and evaluates District-wide special education professional development programs.
- Assists site administrators and program specialists with questions regarding site Individualized Education Plans (IEPs) and Student Study Team (SST) processes.
- Serves as the custodian of student records; responsible for student records and all subpoenas involving student records; assists schools with proper maintenance of student records.
- Ensures the due process rights of all students, including those with special needs; serves as the District representative in special education mediation and due process hearings.
- Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting student services; updates the Board in closed sessions regarding student services matters; updates Board policies.
- Maintains regular contact with the district departments, site principals, other directors, supervisors and staff to coordinate special education and related services.
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; ensures submission of required reports at the District, State, and federal levels; coordinates all Special Education self-reviews and compliance reviews.
- Reads, interprets, applies and explains State and federal rules, regulations, policies and procedures, California Education Code pertaining to special education and related services.
- Attends State and regional conferences and workshops to maintain current knowledge of regulations and requirements related to special education and related services.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Managerial, organizational, fiscal, political, educational and legal aspects affecting the District
- Programs related to: speech and hearing; learning handicapped; severely handicapped; pre-school and SDC programs; adaptive physical education; recommended practices for Autism Spectrum Disorders
- Comprehensive knowledge of applicable State and federal laws, regulations, Education Codes, and compliance requirements governing special education programs
- District policies and procedures and laws related to discipline, suspension, expulsion and involuntary transfer of students; due process requirements
- Truancy prevention and drop-out recovery programs; effective SARB practices
- Counseling and conflict mediation strategies; effective parenting skills

- Alternative educational and intervention programs within and beyond the District; principles, practices and trends in the field of special education
- Basic assessment strategies for students with exceptional needs
- Principles, methods and strategies of effective supervision
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards for special needs students
- Primary tenets of a Professional Learning Community
- Budget management
- Research and development strategies, processes, and techniques
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Operate a computer to conduct day-to-day work, including online IEP programs, iPad, and other office equipment
- Drive a vehicle; travel to all school sites and other locations
- Communicate effectively and openly with staff, students, community and employee organizations in English in oral and written form
- Build consensus and commitment for educational improvement
- Analyze operational problems, develop alternative solutions and strategies for effective decision making; plan, organize and coordinate site and District-wide special education programs and related services, and child welfare and attendance
- Establish and maintain cooperative organizational, educational and community relationships, achieving results through positive human relationships
- Plan, organize and conduct comprehensive professional development programs for all certificated staff, administrators, paraprofessionals, specialists, and parents
- Plan, organize and direct a comprehensive student services department
- Organize and delegate authority commensurate with responsibility
- Prepare and maintain confidential records and files
- Ability to work independently using judgment and initiative
- Ability to represent the District to the public in a positive manner

EDUCATION/TRAINING/EXPERIENCE

Master's degree or above in educational administration, special education, or closely related field, from an accredited institution. Minimum of three years of experience as a special education teacher, program specialist, school psychologist, and/or special education. A minimum of five years of successful administrative experience at the site or district level is required. Experience as a K-12 site principal is preferred. Demonstrated leadership ability and knowledge/experience in increasingly responsible roles.

LICENSES/CERTIFICATES/SPECIAL REQUIREMENTS

Valid California Administrative Services Credential preferred

Valid California Teaching Credential preferred

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy

Certificate from ACSA Pupil Services and/or Special Education Academy or willingness to attend ACSA Pupil Services and/or Special Education Academy

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The physical abilities and other conditions of continued employment and the associated tasks listed in this section are representative of, but are not intended to provide an exhaustive list of physical abilities and other conditions of continued employment and associated tasks which may be required of positions in this class. Larkspur-Corte Madera School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit for extended periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment including technology, computer, 10-key calculator; and reach with hands and arms. The employee may be frequently required to stand and walk, bend and stoop, and to grasp, lift and move records and documents typically weighing less than 20 pounds. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills in English; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use advanced math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee will work under typical office conditions with a usually quiet or moderately quiet noise level. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.