



**CERTIFICATED  
Job Class Description**

Equal Employment  
Opportunity

**DIRECTOR OF SPECIAL EDUCATION**

**DEPARTMENT/SITE:** SPECIAL EDUCATION

**SALARY SCHEDULE:** Management (Group 04)

**LEVEL:** Range 02

**WORK YEAR:** 12 Months

**REPORTS TO:** EXECUTIVE DIRECTOR, STUDENT  
SERVICES OR OTHER DESIGNATED  
ADMINISTRATOR

**DATE CURRENT JOB DESCRIPTION APPROVED:**

Board of Trustees effective: .....

**JOB GOAL/PURPOSE:**

Under the direct supervision of the Executive Director of Student Services or Other Designated Administrator, serves as the District office administrator responsible for the oversight of all special education services, programs, and personnel including during the academic and extended school year calendars.

**ESSENTIAL FUNCTIONS, TASKS AND DUTIES:**

- Utilizes productive organizational leadership principles
- Identify and analyze problems and propose plausible solutions
- Make decisions and be responsible for those decisions
- Communicate effectively, both orally and in writing, with staff, students, parents and district administration
- Schedule, supervise and evaluate the work of others
- Supervise and evaluate the district-wide special education services, programs and mediated settlements
- Responsible for the District's implementation and compliance with the Americans with Disabilities Act (ADA), specifically Section 504 of the Rehabilitation Act processes
- Serves as the North County Coastal Special Education Area (NCCSE SELPA) representative for Solana Beach School District
- Responsible for parent education and parent outreach activities to build, establish and maintain a positive and productive partnership between the district and families
- Responsible for the overall staffing of districtwide special education programs and services, including an articulated core grade-level curriculum that provides access to students with disabilities
- Responsible for the development of professional learning activities for site administrators, administrator designees, school psychologists, teachers, support staff
- Support site teams with the knowledge, experience and expertise to positively and productively implement, evaluate, refine and update special education programs and services

- Responsible for the placement and transition of students at all levels (preschool, elementary, middle school)
- Responsible for the evaluation of school psychologists
- Responsible for the development and implementation of legally compliant and educationally beneficial free and appropriate educational programs and services
- Develops and implements alternative dispute resolution approaches to mediating disagreement and conflict between professional staff and families
- Responsible for all district local, state, and federal reporting requirements
- Responsible for developing and implementing a fiscally sound operating budget that delivers necessary programs and services to students identified with disabilities
- Prepares Board Agenda topics regarding approval of expenditures for nonpublic schools and agencies
- Responsible for the development and implementation of proactive measures to avoid adversarial relationships with parents and counteract due process activity
- Works closely with other school districts and NCCSE in developing programs to avoid costly duplication of services
- Attends workshops and conferences to ensure accurate interpretation of legal mandates and appropriate instruction for all disabled students
- Provide updates and training for other district administrators as appropriate
- Responsible for a collaborative hiring process (in conjunction with Personnel Services and Executive Director of Student Services or Other Designated Administrator) to involve site principals in the recruitment and selection of certificated and classified staff
- Responsible for discipline/suspension/expulsion procedures for students with disabilities
- Responsible for special education due process, mediation, 504 letters, and IEPs as needed
- Responsible for supporting and assisting in the coordination of behavioral support programs and services
- Responsible for all transportation, mileage reimbursements, travel for students and families
- Assists with the integration and coordination of the District's social-emotional learning continuum, including counseling services (School Psychologists and School Counselors)
- Responsible for crisis intervention services as directed
- Responsible for the District's risk assessment of students, as requested
- Works collaboratively with the ERMS Program Specialist, administrative staff and education teams regarding appropriate referrals for special education counseling
- Consult with IEP teams on developing appropriate proposed social, emotional and behavioral goals and on the determination of appropriate special education counseling services
- Provides consultation during staffing for cases being considered for more intensive counseling services
- Provides assistance in risk assessment of students, as requested
- Oversees and monitors the referral process for special education counseling services

## **JOB QUALIFICATIONS /REQUIREMENTS:**

*(At time of application.)*

### **Knowledge of:**

- Current state and federal regulations that relate to special education;
- A variety of curricular and instructional strategies designed to serve students with special needs;
- Student assessment instruments and protocols to qualify students for special education services;
- State funding allocation methods;
- Demonstrate commitment to quality education for students of exceptional needs;
- Knowledge of curriculum and instruction theory and practice, especially as it pertains to alternative delivery systems; and, working knowledge of data processing/technology multimedia required

**Ability to:**

- Provide leadership and direction in all areas of identified responsibility;
- Develop and sustain strong partnerships with staff, parents and colleagues
- Communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community and staff;
- Demonstrate strong interpersonal skills including conflict resolution and dealing with volatile situations;
- Collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints
- Maintain confidentiality and engender trust

**EDUCATION REQUIRED:**

- Master's Degree from an accredited university preferred
- Valid Administrative Services Credential
- Valid California Teaching or Special Education Credential
- Valid Special Education Credential Preferred
- English Language Authorization or equivalent preferred
- Valid Pupil Personnel Services Credential Preferred

**EXPERIENCE REQUIRED:**

- Five (5) years of successful teaching experience preferred
- Three years of site-level and/or district administrative experience
- Principal-level experience preferred

**LICENSE(S) REQUIRED:**

- Possession of a valid California driver's license and remain insurable at the District's standard insurance market rate.

**CERTIFICATIONS AND TESTING REQUIRED:**

- Pass the District's applicable proficiency exam (e.g., written test, oral interview or work sample) for the job class with a satisfactory score.
- Current DMV Clean Driving Record Report
- Must be free of any infectious or communicable disease which, according to the determination by the U.S. Secretary of Health and Human Services, poses a risk of transmission through the handling of food.
- After an offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative pre-employment drug screen test at the District's expense
  - Pre-employment physical exam at the District's expense
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)

**WORK ENVIRONMENT/PHYSICAL DEMANDS:**

- Office Environment
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Sitting for extended periods of time
- Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files
- Hearing and speaking to exchange information in person or on the telephone
- Seeing to read, prepare and review various materials
- Occasional intermittent noise
- Potential for contact with blood, other body fluids, blood-borne pathogens and communicable diseases