

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION

POSITION: Director, Special Education

REPORTS TO: Deputy Superintendent, Instructional Services

POSITION PURPOSE:

Under the professional direction of the Deputy Superintendent, Instructional Services, the Director of Special Education is responsible for all aspects of the District's Special Education Division. The Director will work directly with the Special Education Assistant Director and Special Education Coordinators to develop, implement, and evaluate services for Conejo Valley Unified School District's students with exceptional needs.

The Director of Special Education will work across disciplines to facilitate cohesive systems that ensure access and equity for students with disabilities. Cross-disciplinary areas include Curriculum & Instruction; Student Support Services; Personnel; Labor Relations; as well community groups and State agencies. The Director of Special Education provides oversight for activities related to the District's SELPA Local Plan, serves as the Special Education Compliance Officer, and performs related duties as assigned. This is a certificated management position.

EDUCATION AND EXPERIENCE:

Credential: Valid elementary or secondary special education teaching credential and Administrative Services credential.

Education: Bachelor's Degree; Master's Degree; Doctorate Degree (preferred) with an emphasis in Special Education.

Experience: A minimum of at least three (3) years of successful teaching experience; three (3) years of site level administrative experience; and three (3) years in a supervisory capacity in Special Education at the District Office level or comparable experience.

REPRESENTATIVE DUTIES:

Department Leadership

Provides leadership and supervision to: District Special Education Leadership staff (Assistant Director of Special Education, Special Education Coordinators); Psychologists, Speech-Language Pathologists, Adapted PE Specialists, Occupational Therapists, Behavioral Health Manager and team, Behaviorists, Paraprofessional Supervisor, and Special Education clerical staff.

Provides information on a regular basis as to the status of all special educational services and programs in the district and necessary supports to sites.

Supports Special Education Leadership and staff, as well as, Site Administrators in the identification, design, dissemination, implementation, and evaluation of inclusive and promising/best practices in common core curriculum and assessment, culturally, linguistically responsive pedagogy and positive behaviors.

Provides administrative leadership for the Special Education programs, program development and procedures that support closing the achievement and access gaps in inclusive educational settings.

Supports supervisors and site staff in analysis of educational benefit, alternative dispute resolution, mediation, and analysis of cases in the event of due process.

Develops and maintains an effective system of communication with and among department personnel.

Supports supervisory staff in meeting contractual timelines and communications with certificated and classified staff as required.

Demonstrates leadership in ensuring that staff becomes increasingly more knowledgeable about the socio-cultural characteristics of district sub-groups that are disproportionately represented in special education or the disciplinary system and implement strategies that are more culturally responsive to the needs of those groups that are disproportionately represented.

Plans, organizes, and implements Special Education budget planning guidelines and procedures, and expenditure control strategies.

Plans, organizes, and implements mental health services and programs for students with social-emotional and/or behavioral needs.

District Leadership

Develops and maintains relationships through active involvement with inter-disciplinary and cross-departmental workgroups and committees.

Collaborates with Curriculum, Instruction and Assessment to support the design and implementation of certificated employee and classified employee training programs, including components to ensure compliance with legal requirements and implementation of "best practices".

Disseminates Special Education/compliance information to appropriate District office and site personnel.

Collaborates with the Personnel Department for selection and assignment of certificated and classified staff to include recruiting, screening, interviewing and hiring personnel for employment.

Ensures collaboration between Curriculum, Instruction, and Assessment, Student Support Services, and Special Education educators to coordinate activities designed to reduce and eliminate disproportionality.

Serves as a liaison with District administrators to ensure the implementation of the District LCAP plan as it applies to students with special needs.

Plans and coordinates professional development activities for all Special Education groups as designated in the District LCAP Plan and subsequent revisions.

Facilitates ongoing discussions about the current issues addressing the identified sub groups of general education students and their disproportionate representation in Special Education or school discipline.

Professional Leadership

Provides leadership to the District's participation in Special Education District Community Advisory Council (CAC), Ventura County Special Education Local Plan Area (VCSELPA), county, state, and federal officials as required by law.

Keeps informed of current literature and practices in the fields of Special Education and special service, sharing such information with the staff.

Plans with CAC and other various relevant community committees and networks that support staff and students in inclusive education, differentiated teaching and learning experience.

Serves as the liaison with CDE, and any other consultants and Technical Advisors (TA) to support data collection, implementation of the District LCAP Plan and professional development.

Compliance Leadership

Develops procedures to ensure adherence to state and federal laws and regulations concerning the education and rights for students with disabilities and their families.

Coordinates required state reviews and other compliance reviews; ensures the submission of required reports at the district, state, and federal levels; directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel.

Participates in liaison activities and coordinate services with the California Department of Education (CDE), Special Education Division and other districts. Activities include oversight of Coordinated Early Intervening Services; and California Department of Education compliance audits and reviews.

Monitors District courses and teacher assignments to address the issues in relation to CALPADS.

Conducts ongoing data collection and analysis to inform decisions regarding program development and to evaluate their effectiveness.

Uploads District student attendance data for state testing.

Acts as the District's compliance officer and oversees Alternative Dispute Process in regards to Special Education and works directly with parents and CDE to correct non-compliance.

Monitors changes in legislation and legal guidelines and develops recommended policy, procedure or other District forms or records, and update as needed.

Supervises the maintenance, operation and management of the District's Special Education information system (CASEMIS).

Provides advice and counsel to District and members of educational community concerning all matters relating to Special Education and related services provided by the District.

Knowledge, Skills, and Abilities:

- Knowledge of current education, Special Education programs and regulations
- General knowledge of all disabilities
- Knowledge of current state and federal special education finance and law
- Knowledge of current curriculum, common core standards and accountability procedures
- Knowledge of reauthorization of Individuals with Disabilities Education Act (IDEA)
- Knowledge of credential changes in Special Education
- Knowledge of alternative delivery systems
- Knowledge of current student accountability

Qualifications:

- Master's Degree
- Appropriate California Administrative Credential
- Valid teaching credential in Special Education or in School Psychology
- Three years prior administrative experience or leadership roles
- Organizational skills
- Ability to relate well to school personnel and community

- Physical and emotional stability
- Flexibility
- Ability to communicate effectively in written and verbal form

WORK YEAR: 220 Days

SALARY: Management Salary Schedule Placement