


**Santa Rosa City Schools**

	<p align="center"><b>POSITION DESCRIPTION</b></p>
<p><b>Title: Executive Director of Special Education</b></p>	
<p><b>Department:</b> Student and Family Services</p>	<p><b>FLSA Classification:</b> Exempt; considered Essential Staff/Disaster Service Worker during any emergency or crisis</p>
<p><b>Bargaining Unit:</b> None</p>	<p><b>Work Year:</b> 223 days (Certificated)</p>
<p><b>Reports to:</b> Superintendent and/or Designee</p>	<p><b>Board Approval Date:</b> April 14, 2021</p>

**Salary Grade: Scheduled Management Salary Schedule (Range 21: \$128,770 - \$147,678)**

**PRIMARY FUNCTION:**

Work independently under the direction of the Superintendent and/or designee. Under the general direction of the Superintendent and/or designee, plan, implement, supervise, coordinate and evaluate the District's special education programs. This position is responsible to develop a local plan for serving all children with special education needs and direct implementation of local, state and federal programs in related areas.

**Essential Job Functions include, but are not limited to the following:**

1. Direct and oversee mandated Special Education programs for children with special needs, including conducting and/or assisting in due process hearings, mediations and resolution meetings.
2. Direct State Special Education Self-Reviews, and other compliance reviews.
3. Ensure the submission of required reports at the district, state and federal levels.
4. Represent the district in SELPA activities, and maintain liaison with the community, other districts, SELPAs, local agencies and parent groups including the Special Education Community Advisory Committee, etc.
5. Direct the District's program evaluation, internal compliance audits, state and federal reporting requirements, and management information services.
6. Oversee and provide guidance for all nonpublic school and nonpublic agency placements, including the monitoring of NPS/A applications, renewals and site reviews.
7. Oversee and provide guidance for all Special Education placements in other districts, county programs or other more restrictive settings.
8. Monitor and correct the Program Indicator Review (PIR) data from the CDE on disproportionality of Special Education students, to eliminate findings in the areas of overidentification and the promotion of inclusive educational settings and align the program with the District Mission, Vision, and Priorities.

## **Santa Rosa City Schools**

9. Increase the number of Special Education students attending their neighborhood schools by returning them from other programs and creating similar classrooms at school sites.
10. Responsible for creating a Santa Rosa City Schools Consortium to replace the district's participation in the Sonoma County SELPA.
11. Assist in the recruitment, selection, and assignment of Special Education personnel. Supervise and evaluate Special Education staff including psychologists, program specialists, and itinerant certificated staff.
12. Observe the instructional program by regular visits to Special Education classes and by conferring with principals, teachers and other staff and administrators.
13. Provide overall direction and coordination efforts for the implementation of appropriate instructional programs in Special Education.
14. Work collaboratively with the Teaching and Learning/Educational Services to direct training and professional growth in the instructional programs in Special Education and co-teaching.
15. Responsible for Special Education budget and expenditures based on an equitable distribution of resources determined by the percentage of Special Education students at each school site, and attend related meetings at local, county, state and federal levels, as appropriate.
16. Provide leadership related to Special Education issues impacting the district and represent the district at appropriate meetings and hearings.
17. Keep the Cabinet informed regarding pertinent issues, policy development, and needs related to Special Education and the district.
18. Perform other duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing special education programs in California.
- Knowledge of State funding allocation methods.
- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Ability to plan, organize, develop and coordinate the activities of a broad range of programs and special services.
- Ability to collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints.
- Ability to assess program outcomes and implement procedures which will improve the provision of services.
- Ability to analyze complex situations and prepare response alternatives for consideration by decision-making groups.
- Effectively delegate responsibility and tasks and oversee their administration and provide necessary input.
- Serve as a liaison with a variety of community and governmental organizations.
- Provide effective training and curricular development for support staff.
- Make effective public presentations of program information.

## Santa Rosa City Schools

### MINIMUM QUALIFICATIONS

#### Education and Experience

1. Three years of successful certificated special education experience, **Coordinator or equivalent, two years at District level** and at least two years administrative experience with an emphasis on working with special needs students. Experience at the leadership or management level or experience as a special education coordinator, program specialist or principal is preferred.
2. A Master's degree from an accredited college or university.
3. Valid California teaching or related Services credential.
4. Possession of a valid California driver's license.

### PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sufficient vision to read copious printed and electronic material.
- Sufficient hearing to conduct in person, telephone, and online platform conversations.
- Sufficient volume, tone, and diction in conversation, on the telephone, and in addressing groups.
- Sufficient physical mobility, and dexterity of hands and fingers to operate technology and other devices.
- Sit for prolonged periods of time.
- Lift and/or carry up to 25 lbs., at waist height for short distances.

### WORKING CONDITIONS:

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

- Office environment, as well as school sites and classrooms.
- Travel to school sites.
- Hours may vary to meet district and student needs.
- Local and out-of-county travel may be required for the purpose of meetings, events, and other activities.