



DIRECTOR OF STUDENT SERVICES DEPARTMENT

MISSION

- Ensure that students along the entire spectrum of learning abilities receive equitable access to appropriate instruction and support services drawn from the full continuum of general and special education programs.
- Foster a seamless and inclusive approach to educating students with special needs and to creating safe, welcoming and supportive school and classroom environments for all students.
- Support staff members in improving skills to increase student engagement through high quality and differentiated instruction, and provide for the behavioral and social emotional needs of students with varying skills and abilities.
- Provide leadership, supervision and direction for the district's special education and student services programs, including prudent stewardship of district resources, and ensuring compliance with federal and state laws and school board policies.

Position Summary

The Director of the Student Services Department (SSD) is responsible for the leadership and administration of a range of programs and services including special education and related services for school-age and postsecondary/transition services, Early Childhood Evaluation Services, Nursing and Health Services, Positive Behavior and Intervention Supports (PBIS), Talented and Gifted (TAG), Lane Regional Program, Section 504, risk assessments, the district's Care Team, and school-based health centers. The Director, in conjunction with the SSD administrative staff, supervises the operation, implementation and ongoing maintenance of programs and services in compliance with federal and state laws and administrative rules, as well as district policies and procedures. The Director of SSD is a member of both the district's Instructional Cabinet and the Superintendent's Executive Council, and works closely with district leadership and principals to integrate general and special education services. The Director also serves as the district's representative at many meetings, functions, and discussions with parents, community agencies, and state officials in relation to special education and other SSD issues.

Supervisory Relationship

This position reports to the Assistant Superintendent for Instruction and has supervisory responsibility for professional, licensed and classified staff.

Essential Functions

1. Provides leadership and supervision of special education and related services encompassing the continuum of programs and services for students with disabilities, ages 3–21, including school-based and district/community-based programs, charter and non-public schools, alternative school programs, speech services, school psychology, autism, behavior, special education consultation, mental health and motor team (occupational therapy / physical therapy).
2. Collaborates with instructional directors and building administrators to ensure that all schools and programs provide special needs students with access to general education to the maximum extent possible, creating inclusive school communities.
3. Provides leadership, supervision, and ongoing review/evaluation of district-wide programs and services including Section 504, Talented and Gifted, mental health, behavior, and nursing and health services.
4. Develops and monitors the SSD budget in compliance with federal, state and district guidelines, and ensures maintenance of effort requirements are met.
5. Manages fiscal resources from the general fund, special education grants, and other sources for the purpose of fiscal efficiency and effectiveness in the provision of services.
6. Coordinates applications for state and federal grants, as well as any other supplemental sources of financial support.
7. Consults with the Superintendent and SSD administrators to utilize Lane Education Service District funds for special education and general education services.
8. Provides leadership and supervision of the district's pre-referral/referral process and comprehensive special education evaluation model, including Culturally and Linguistically Diverse evaluation procedures.
9. Manages special education due process procedures, Section 504 complaints, and other complaints for the purpose of providing required services.
10. Consults with SSD administrators, building administrators, and general and special education staff regarding the implementation of:
 - a. Appropriate special education and 504 supports, e.g., instructional and behavioral accommodations;
 - b. Multi-Tiered System of Supports (MTSS), including progress monitoring and interventions; and
 - c. Enrichment, acceleration, and expanded learning opportunities for students who demonstrate exceptional talent in one or more areas of the curriculum.
11. Works with Human Resources, SSD administrators, and principals to screen, interview and hire applicants for both certified and classified SSD and related positions.
12. In conjunction with SSD administrators and principals, supervises the evaluation of SSD staff.
13. Supervises the development and implementation of professional development for SSD staff in conjunction with SSD administrators and district instructional leadership.
14. Serves as the liaison with other local districts and the Lane Education Service District (ESD) involved in the provision of special education and related services.
15. Supervises mandatory reporting (e.g. System Performance Review and Improvement and

Division 22) to the Oregon Department of Education and the district's ongoing compliance with review findings.

16. Communicates information on SSD programs, services, procedures and compliance requirements to school personnel, parents, community members, the board and other districts for the purpose of facilitating their understanding of SSD programs.
17. Serves as the district's representative to the Oregon Department of Education and other agencies for the coordination of special education and other program services.
18. Supervises the development, revision, and implementation of district policies, administrative rules and procedures for special education, 504, TAG and Health Services to ensure compliance with state and federal rules.
19. Advises the district leadership regarding SSD programs and special education services, and collaborates with them to achieve the district's vision and goals.

Required Knowledge, Skills and Abilities

1. Commitment to the belief that all students can learn, to educational equity, and to the district's vision and strategic plan.
2. Knowledge of federal and state laws, administrative rules, and procedures relevant to special education, Section 504, Talented and Gifted programs, and Health Services.
3. Knowledge of research-based instructional and behavioral intervention practices for diverse learners.
4. Ability to develop, implement and evaluate programs and services for the student populations served by SSD.
5. Knowledge of educational, fiscal and legal aspects of public education.
6. Ability to effectively communicate, consult and collaborate with SSD and district staff, the Oregon Department of Education, principals, parents and community members.
7. Demonstrated ability to prepare and present comprehensive and effective reports, both oral and written, as appropriate to varied audiences.
8. Ability to manage budgets and multiple priorities, lead and supervise staff, adapt to change, and meet timelines.

Minimum Qualifications

Education

- Valid administrator's license required.
- Valid licensure as a special education teacher and/or itinerant/specialist in a related field required.
- Master's degree in special education and/or related field required.
- Doctorate or advanced coursework preferred.

Experience

- Ten (10) years of successful experience in special education or a related field, including:
 - Minimum of five (5) years as a special education teacher or itinerant/specialist in a

- related field
- Minimum of two (2) years as a district-level administrator of special education, including supervision/evaluation responsibilities
- Consideration will be given to an alternative combination of experience and training that provides the required knowledge, skills, and abilities and encompasses the essential functions.

Any equivalent combination of education and experience that provides the required expertise to perform essential functions in the job description may be considered qualifying by Human Resources.

Work Environment

- Duties are performed in office, school and community settings.
- Execution of responsibilities may require work beyond the standard workday and workweek.

ADDITIONAL INFORMATION	
Employee Unit	Executive
Pay Grade	Director
Reviewed by	Cydney Vandercar – Asst. Superintendent for Administrative Services Dr. Charis McGaughy – Assistant Superintendent for Instruction
Approved by	Dr. Gustavo Balderas – Superintendent
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