



JOB DESCRIPTION

JOB TITLE: **Director II of Student Support Services**

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| Position Type: Exempt | Department: Student Support Services |
| Salary Schedule: Exempt | Reports to: Superintendent |
| Salary Range: 9 | Location: District Office |
| Term of Employment: 12 months | Date: June 26, 2022 |
| Shift: Day | Approved by: Human Resources |

POSITION SUMMARY:

Plan, direct and implement supports and services for all district students with disabilities (IDEA and Section 504), ages 3 through 21. The Director will coordinate transition efforts from school to the work force, ensuring a least restrictive environment, non-discrimination and observance of all district policies, procedures and procedural safeguards in IDEA and Section 504 for students with disabilities and be in compliance with federal and state expectations.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

Child Find and Evaluation

- Develops and implements district policies and procedures for screening, referral, evaluation, placement, services and legal processes for students with disabilities, ages 3 through 21 (Child Find activities).

Instructional & Behavioral (IDEA and 504)

- Directs the implementation of all services and related services for students in accordance with ADE, IDEA, Section 504 of the Rehabilitation Act, F.E.R.P.A., Arizona’s Revised Statutes, Rules and Regulations and 9th circuit judicial decisions.
- Delegates authority to the Student Support Services Managers, lead department chairs in the identification, evaluation and service delivery.
- Identifies, plans and recommends services, policies, goals and objectives to meet the needs of all district students with disabilities.
- Consults with district personnel to coordinate efforts and services with district strategic plan and goals.
- Evaluates special education programming and services under IDEA and makes appropriate recommendations for improvements.
- Supervision of Vista Peak School and site administration.

- Coaching and direct supervision of Vista Peak administration.
- Evaluates 504 programming and services under Section 504 and makes appropriate recommendations for improvements.
- Consults with transportation services in the management of students with disabilities on school vehicles.
- Supervises and leads all itinerant domains including: Speech, Motor, Nurses, Psychologist, HI/VI/Audiology, BAAT, etc.
- Leads and supervises the approval of Homebound Services for students with chronic illnesses.
- Leads and supervises transitional programming under the IDEA. Transition School to Work (TSW) grant management and supervision.

Early Childhood (Early Childhood and Headstart)

- Directs the planning and implementation of the developmental preschool (ages 3-5) screening, evaluation and services.
- Directs the planning and implementation of Headstart (ages 3-5) services and implementation.

Data Systems and Budgets

- Directs and leads AzEDS data submission to the AZ Department of Education.
- Develops/revises forms and maintains mandated documentation and a central student data base system; submits required reports to the State Department of Education, district administration and Governing Board.
- Develops and writes projects for funding, including the IDEA Basic Entitlement, preschool projects, discretionary projects, etc.; works with Finance Department to submit required completion reports for the various projects.
- Provides input, presents and manages the SSS M&O budget and federal funds budget with the Director of Finance; requisitions instructional aids, supplies and capital outlay as needed for the implementation of programs.
- Develops specifications and recommends services for bid contracts; reviews bids and recommends bids for acceptance.
- Consults with the building and facilities departments to plan new construction, remodeling and renovation of existing facilities to meet ADA accessibility.
- Leads the open enrollment process for the Student Support Services Department.
- Prepares and administers all budgets connected with areas of responsibility.

Legal Responsibilities

- Represents and leads the District in special education due process hearings in conjunction with legal counsel.
- Represents and leads the District in Office for Civil Rights (OCR) complaints in conjunction with legal counsel.
- Represents and leads all formal mediations and early complaint resolution (ECR) with IDEA and 504.
- Assures overall District compliance with federal, state and 9th circuit court cases for the accurate provision of services and programmatic supports.

- Functions as the district liaison for community groups, ADE Special Education Department (ESS), State Board of Education Special Education Advisory Council and other agencies on matters pertaining to education of students with disabilities.
- Responsible for District compliance for all federal indicators on ADE Risk Analysis.

Staffing Responsibilities

- Assesses staffing patterns and needs by working with HR to recruit, recommend and transfer staff to best meet the needs of students with disabilities.
- Co-leads the DVUSD Teacher Prep Program to recruit and train potential special education teachers.
- Supervises and evaluates, in cooperation with D.O. and campus administrators, the instructional competencies of all special education staff members.

Professional Development

- Plans and provides in-service training and professional development opportunities to staff and administrators pertaining to the field of special education; conducts department meetings as necessary.
- Disseminates information regarding special education services to all schools, public and private agencies, parents and staff; when required, meets with groups to discuss such information.

Additional Duties

- Attends and participates in Governing Board and other district leadership meetings.
- Must be accessible throughout the workday for administrators.
- Must meet any specific job requirements as indicated by the department.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Supervises all employees in the Student Support Services Department.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws; such as, interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.

- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.
- Adheres to the district/department vision, mission and goals in collaboration with staff and supervisor.
- Develops and demonstrates progress of district/department goals.
- Is receptive to ideas, issues and concerns presented by all constituents.
- Provides purpose and direction for individuals and groups within the schools and/or departments.
- Evaluates personnel in accordance with district and state policies/timelines.
- Maintains accessibility, listens to seek clarity and responds in a timely manner.
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines.
- Demonstrates clear articulation of content accurate information through both oral and written communication.
- Demonstrates collaborative problem-solving skills.
- Participates in district professional development activities in a timely manner.
- Uses professional day in a productive manner.
- Demonstrates knowledge of and adheres to district policies and administrative procedures.
- Demonstrates a personal and professional code of ethics.
- Completes assigned tasks and projects in a competent and timely fashion.
- Adheres to legal and procedural guidelines regarding confidentiality and disclosure of information.
- Demonstrates effective management of all fiscal resources and responsibilities.
- Makes clear and well-defined decisions.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have a valid Arizona Administrative Certificate.
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Masters Degree (M.A. or M.S.) or higher in Special Education is required.
- Elementary or secondary teaching experience required.
- Five to seven years of providing/teaching special education services.
- Principal experience is preferred.

- Three years of related administrative experience.
- Expertise in administering disability laws and regulations.
- Knowledge of recent laws, judicial decisions/trends affecting special education.

LANGUAGE SKILLS:

- Demonstrates the ability to read, analyze, and interpret professional periodicals and journals, technical procedures, or governmental regulations.
- Demonstrates the ability to write reports, business correspondence, and procedure manuals.
- Demonstrates to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.