



## EXECUTIVE DIRECTOR—STUDENT SERVICES

Department/Division	Student Services
Reports To:	Superintendent
Provides Direction To:	Student Services Certificated and Classified Staff
FLSA Exemption Status:	Certificated Management
Date Prepared:	February 10, 2015
Date Adopted by Board:	

### MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

#### BRIEF DESCRIPTION OF POSITION

#### DEFINITION

Under the direction of the Superintendent, the Executive Director of Student Services oversees the planning, development, implementation, evaluation and maintenance of programs for all aspects of student services including programs for individuals with exceptional needs and child welfare and attendance; provides training to special education staff, general education staff, administrators, classified staff and parents; monitors program compliance; manages due process cases and mediation; provides curricular resources to teachers and specialists; provides consultation and support to site administrators and staff in the areas of special education and related services and child welfare and attendance; assists in the supervision and evaluation of support staff and assigned personnel; ensures compliance with all local, county, State and federal regulations; and performs other related duties as assigned.

~~Under the direction of the Superintendent, plans and provides direction for special education programs, children's services programs, 504 plans, Student Study Teams (SST), child welfare and attendance services, student records, district testing programs and home teaching. Plans and implements appropriate staff development programs for Special Education staff. Acts as liaison agent between the schools and local county and State agencies, participates in staff and community activities. Acts as the district representative for the Southwest Special Education Service area, special education consortiums, cooperative agencies and School Attendance Review Board. Plans and implements extended school year for special needs students. Consults with other management personnel on programs as required. Reports directly to the Superintendent.~~

#### GOALS OF EFFECTIVE PERFORMANCE

~~To provide effective related services to students by assisting school personnel involved in special education programs, psychological services, health services, district wide testing programs in making appropriate recommendations for individual student programming; to coordinate effective special education in service education activities for certificated and classified employees and for the community; to provide curriculum, student placement and finance guidelines for special programs and services in accordance with local, county, State and federal regulations.~~

## **DISTINGUISHING CHARACTERISTICS**

**The Executive Director of Student Services serves as a member of the Superintendent's Cabinet, is directly responsible to the Superintendent and is accountable for the management of the Student Services Department. The Executive Director of Student Services provides leadership for planning, coordinating, and providing direction for Student Study Teams (SST), 504 plans, District testing programs, home/hospital instruction programs, psychological services, health services; plans and implements appropriate staff development programs for special education staff; acts as a liaison agent between the schools, local, county and State agencies; acts as the District representative for the Southwest Special Education Service area (SELPA), special education consortiums, cooperative agencies, School Attendance Review Board (SARB); assists in the planning and implementation of the extended school year for special needs students; administers, coordinates, and supervises all child welfare, student discipline and attendance operations; oversees counselors, nurses, health, wellness and safety programs; serves as the uniform complaint officer. This position requires subject matter expertise in special education programs and related services and child welfare and attendance. Directly related administrative and leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative solutions to a variety of complex issues and concerns. Decisions are made by the Executive Director of Student Services that have a critical impact on the District goals, the organization and administration of special education and related services, and child welfare and attendance.**

## **EXAMPLES OF DUTIES AND RESPONSIBILITIES**

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

**The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.**

- Serves as the District's special education and student services leader; participates as a member of the MBUSD management team and is directly responsible to the Superintendent and the Board of Trustees.
- Provides visible leadership for planning, coordinating and strengthening the special education program by identifying student and staff needs, determining long range and short term goals and objectives, **evaluating the effectiveness of special education programs and related services,**

and advising the Board.

- **Observes, supervises, trains, consults with, and assists teaching staff and specialists in the development and implementation of Individualized Education Programs (IEPs) for individuals with exceptional needs; oversees counseling and support services for students.**
- Determines program organization, operation and assignment of special education programs (Special Day Classes, Resource Specialist, Program Specialist, Designated Instructional Services, non-public school students, Home and Hospital Instruction, Children's Services, transition, and other programs as assigned); **independent study; coordinates the allocation of certificated and support staff to each site/program.**
- **Serves as the administrative designee for IEPs for students transitioning to or in non-public school placements including residential placements both in and out of state; reviews contracts for non-public schools, non-public agencies, consultant contracts, private school contracts, and other agencies for needed services; reviews grants.**
- Supervises and evaluates the Director of Children's Services, including overseeing the Preschool and Extended Day Program (EDP); **assists with the planning and implementation of the extended year program for special needs students.**
- Shares responsibility with Executive Director of Educational Services for organizing, directing and reporting on District and State testing programs; **works with District staff to interpret the data with the site administrators and faculty; implements intervention strategies based on the data.**
- Selects, supervises and evaluates itinerant specialists such as ~~P~~psychologists, ~~O~~ccupational ~~T~~herapists, ~~P~~physical ~~T~~herapists, ~~S~~peech/~~L~~anguage ~~S~~pecialists, ~~A~~adaptive ~~P~~physical ~~E~~ducation ~~S~~pecialists, ~~P~~rogram ~~S~~pecialists, Director of Children's Services, **nurses, Student Services clerical and classified staff; counselors; and home teachers.**
- ~~Assists all special education providers in developing and applying research-based teaching and intervention techniques.~~
- ~~Cooperates with district, county, state, and university education personnel in developing curriculum guidelines, goals, content, objectives and methods of implementation. Recommends selection of appropriate materials and equipment.~~
- **Coordinates and oversees programs and curriculum for special education students aligned with California Common Core State Standards, 21<sup>st</sup> Century Teaching and Learning, State Curriculum Frameworks, and instructional practices including intervention techniques and Response to Intervention (RTI); coordinates curricular resources in the areas of special education, psychological, health, wellness, and mental health services.**
- ~~Meets and complies with the procedures required by certificated personnel evaluation system by establishing objectives and evaluating progress of special education personnel on basis of~~

~~selected appropriate data.~~

- Assists ~~building principals~~ **site administrators** in the evaluation of ~~other site~~ **student services** certificated and classified staff **in accordance with District-adopted guidelines for evaluation.**
- ~~Prepares budgets and related expenditure reports for special education and student services programs; administers adopted special education and student services budgets in accordance with District policy, SELPA Local Plan, and Education Codes.~~
- **Develops and administers special education and support services budgets, ensuring that all services meet the District's budgetary and contractual guidelines and that appropriate billings are completed for additional services; monitors and approves expenditures, ensuring sound fiscal management of special education and related services.**
- Organizes, directs, and evaluates ~~D~~district-wide special education and student services ~~in-~~service **professional development** programs.
- Assists ~~site Principals, Principal's Designees~~ **site administrators** and program specialists with questions regarding site Individualized Education Plans (**IEPs**), 504 plans, and **Student Study Team** (SST) processes.
- Serves as liaison between schools and local service agencies, **including child welfare, police, and special services agencies, both public and private; serves as the Homeless and Foster Care liaison;** ~~Explains through appearances at PTA, local services clubs, etc., the special education and student services programs.~~ **represents student services at Board, District, and community functions; acts as a liaison and spokesperson for student services to the community and agencies regarding special education and child welfare and attendance programs, including Special Education Local Plan Area (SELPA), School Attendance Review Board (SARB), and Los Angeles County Office of Education Division of Student Services.**
- **Assists with home visits and residency checks.**
- **Coordinates and supervises the safety and emergency planning throughout the District; serves as the Incident Commander; receives and houses the District and school site safety plans; coordinates and monitors safety drills; directs the crisis intervention team; coordinates health and wellness programs.**
- ~~Promotes appropriate physical and psychological environments to establish and reinforce acceptable student behavior.~~ **Provides leadership for maintaining and improving attendance and disciplinary procedures in the individual schools of the District.**
- ~~Serves as member of Administrative Cabinet, Management Team Council and other district committees as assigned by the Superintendent.~~

- ~~Organizes and directs student services, including Guidance Services, Child Welfare and Attendance (health and psychological services, suspension/expulsion, and permits).~~
- ~~Supervises the student enrollment process, including interdistrict and intradistrict permits.~~
- **Organizes and directs child welfare and attendance services, including student enrollment process, inter/intra district permits, truancy prevention, discipline, suspension, expulsion, child abuse and probation reports, counseling services, health, wellness, mental health, crisis intervention, and psychological services; maintains an accurate understanding of all alternative programs available to District students.**
- **Serves as the custodian of student records; responsible for student records and all subpoenas involving student records; assists schools with proper maintenance of student records.**
- **Serves as the District uniform complaint officer.**
- ~~Serves as Superintendent's Designee student expulsion process, including conferring with site staff.~~
- ~~Chairs the district wide Appeals Board.~~
- **Ensures the due process rights of all students, including those with special needs; serves as the District representative in special education mediation and due process hearings.**
- **Serves as chief Administrative Hearing Officer in all District expulsion hearings, and coordinates the student discipline review and hearing process.**
- **Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting student services; updates the Board in closed sessions regarding student services matters; updates Board policies.**
- **Maintains regular contact with the Business Office, Educational Services, site principals, other directors, supervisors and staff to coordinate special education and related services and child welfare and attendance with District needs.**
- **Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; ensures submission of required reports at the District, State, and federal levels; coordinates all Special Education self reviews and compliance reviews.**
- **Reads, interprets, applies and explains State and federal rules, regulations, policies and procedures, California Education Code pertaining to special education and related services, and child welfare and attendance.**

- Attends State and regional conferences and workshops to maintain current knowledge of regulations and requirements related to special education and related services and child welfare and attendance.
- Performs other duties as assigned.

**REPORTS TO:** The Superintendent

## **MINIMUM QUALIFICATIONS**

### **Knowledge of:**

- Managerial, organizational, fiscal, ~~and political, skills~~ **educational and legal aspects affecting the District**
- Programs ~~covering~~ **related to:** speech and hearing; learning handicapped; severely handicapped; pre-school and SDC programs; ~~adapted-~~ **adaptive** physical education; ~~training~~ **recommended practices for** Autism Spectrum Disorders
- Legal mandates, policies and regulations appropriate to special education and child welfare and attendance—**Comprehensive knowledge of applicable State and federal laws, regulations, Education Codes, and compliance requirements governing special education programs and child welfare and attendance in California**
- **District policies and procedures and laws related to discipline, suspension, expulsion and involuntary transfer of students; due process requirements**
- **Truancy prevention and drop-out recovery programs; effective SARB practices**
- **Counseling and conflict mediation strategies; effective parenting skills**
- **Alternative educational and intervention programs within and beyond the District; principles, practices and trends in the field of special education**
- **Basic assessment strategies for students with exceptional needs**
- **Principles, methods and strategies of effective supervision**
- **Learning theory and techniques of instruction to support effective implementation of Common Core State Standards for special needs students**
- **Primary tenets of a Professional Learning Community**
- **Budget management**
- **Research and development strategies, processes, and techniques**
- **Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings**
- **Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques**

### **Ability to:**

- **Perform all essential duties of the position**
- **Operate a computer to conduct day-to-day work, including online IEP programs, iPad, and other office equipment**
- **Drive a vehicle; travel to all school sites and other locations**
- Communicate effectively and openly with staff, students, community and employee organizations **in English in oral and written form**
- Build consensus and commitment for educational improvement
- Analyze operational problems, develop alternative solutions and strategies for effective decision making; **plan, organize and coordinate site and District-wide special education programs and related services, and child welfare and attendance**

- Establish and maintain cooperative organizational, educational and community relationships, achieving results through positive human relationships
- Plan, organize and conduct comprehensive professional development programs for all certificated staff, administrators, paraprofessionals, specialists, and parents
- Plan, organize and direct a comprehensive student services department
- Organize and delegate authority commensurate with responsibility
- Prepare and maintain confidential records and files

## **EXPERIENCE**

A minimum of five years of demonstrated competency in administrative leadership. Successful teaching and administrative experience in elementary and/or secondary education. A minimum of two years of successful administrative experience in district-level curriculum planning, development, and implementation is desirable.

## **EDUCATION**

Master's Degree from an accredited institution. Training in special education and child welfare and attendance. Qualifying experience may be substituted for all or part of the above education requirements. California Administrative Services, General Administration, or Standard Administration credential.

Adopted: May 2, 2007

### **Education/Training/Experience:**

Master's degree or above in educational administration, special education, or closely related field from an accredited institution. Minimum of three years experience as a special education teacher, program specialist, school psychologist, special education or pupil services administrator, training in child welfare and attendance. A minimum of two years of successful administrative experience at the site or district level. Demonstrated leadership ability and knowledge/experience in increasingly responsible roles.

### **Licenses/Certificates/Special Requirements:**

Valid California Administrative Services Credential

Valid K-12 teaching credential

Valid California driver's license

Insurability by the District's liability insurance carrier

## **PHYSICAL AND MENTAL DEMANDS**

*The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential*



functions.

### Physical Demands

While performing the duties of this job, the employee is regularly required to sit for extended periods of time; talk or hear in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment including technology, computer and iPad; and reach with hands and arms. The employee must be able to operate a motor vehicle and drive from place to place. The employee may be frequently required to stand and walk, bend and stoop, and to grasp, lift and move records and documents typically weighing less than 20 pounds

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

### Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

### WORK ENVIRONMENT

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

Employees regularly work in an indoor office environment, occasionally in a classroom environment or in an outdoor working environment. The employee will work under typical office conditions which are usually quiet or moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.