Position Title: Student Services Director

JOB DESCRIPTION

Department: Student Services Department
Reports To: Superintendent
Date Reviewed: 3-2018

SUMMARY:
Directs the Student Services programs of the District including areas such as Special Education, Homeless, Wellness, Counseling, Foster, Enrollment, Nursing, Section 504, and Alternative Education. Ensures program integration with the other instructional departments, other community service agencies and the State. Ensures compliance with Special Education Regulations (State and Federal). Manages and evaluates Special Education personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES

∙ Communicate, collaborate, and cooperate with colleagues, supervisors, and students.
∙ Develop and maintain special education programs and related services that are consistent with the districts philosophy of education and with the identified service needs.
∙ Establish program service delivery standards, procedures and safeguards that are consistent with state and federal programming standards.
∙ Evaluate the effectiveness of existing programs and services on an ongoing basis.
∙ Develop and manage the department’s budget and the allocation of financial resources to various programs within the department.
∙ Establish the specification for the purchase of instructional resource supplies and equipment and systematic control of such expenditures.
∙ Identify the personnel needs within the department and assume an active role in the selection and assignment of all department personnel.
∙ Make recommendations regarding space, physical facility and student transportation needs of the department.
∙ Schedule meetings with coordinators for the purpose of assuring the consistent and equitable distribution of department services and identification of current service needs.
∙ Evaluate the performance of all Special Services staff on an annual basis.
∙ Identify, plan and initiate professional development training activities designed to improve the delivery of special education services in both regular and special classroom settings.
∙ Develop and maintain a departmental procedural manual and a variety of program guidebooks intended to facilitate the appropriate services to students with disabilities.
∙ Develop and implement procedures for the maintenance of appropriate student records.
consistent with state and federal regulations.

- Assure the timely and accurate maintenance of data used to generate state and federal program funding.
- Assume responsibility for the timely development and submittal of local, county, state and federal grant applications and final reports on an annual basis.
- Assume responsibility for the preparation for state and federal program monitoring and audits.
- Review and monitor the annual renewal of a variety of service contracts.
- Administrate all aspects of the Estacada Web Academy Special Services Program in accordance with the specifications contained in the annual service contract agreement.
- Assume administrative responsibility for the district extended school year program operated each summer for eligible students.
- Function as a liaison between the schools and community organizations on behalf of students and parents.
- Interpret and promote department services and practices to personnel within the district and the community at large.
- Assume an active role in local and regional organizations.
- Validate the residency and adequacy of educational services for both resident and non-resident students who receive education in settings other than their home school district.
- Assume responsibility for the authorization and processing for tuition contracts for students.
- Provide mediation services in instances of conflict between parents, students and school personnel.
- Prepare a variety of program/service reports upon request from the Superintendent or Board.
- Assume responsibility for own professional growth and development and awareness of current state, federal legal requirements.
- Responsible for any other duties as may be assigned by the Superintendent.

21st CENTURY SCHOOLS & TSPC COMPETENT/ETHICAL EDUCATOR PERFORMANCE RESPONSIBILITIES
(Aligned with section A. 21st Century Educator in Standards for Competent & Ethical Educators)

- Focus student learning on Oregon Common Curriculum Goals (CCGs), Content Standards, and Eligible Content.
- Recommend practical, meaningful, relevant, and applicable strategies and resources to assist students with special needs in meeting grade-level standards.
- Facilitate staff development for instructional strategies and resources to meet the developmental needs and learning styles of all students as individuals.
- Initiate and facilitate opportunities for special service personnel, support staff, regular education, and administrative staff to elicit optimum growth in all special needs students’ performance levels as evaluated by performance tasks and other contextual learning/assessment activities.
- Communicate and work collaboratively to develop partnerships with students, parents, community, outside agencies, and colleagues to meet any student’s special needs in achieving 21st Century School requirements.
(Aligned with section B. the Competent Educator in Standards for Competent & Ethical Educators)

- Demonstrate a commitment to recognize the worth and dignity of all persons, encourage scholarship, promote democratic citizenship, raise educational standards, and use sound professional judgment.

(Aligned with section C. Curriculum & Instruction in Standards for Competent & Ethical Educators)

- Measure success by the progress of each student toward realization of personal potential as a worthwhile and effective citizen.
- Demonstrate skill in assisting individual staff members to become more competent educators by complying with Special Education, 504, Alternative Education state and federal laws, rules, and lawful and reasonable district policy and contracts.
- Demonstrate knowledge of adapting curriculum and instruction to meet the needs of special needs students.
- Demonstrate ability implement modified instructional programs through adequate communication with staff.
- Demonstrate skill in identifying and initiating any needed change which helps students with special needs toward realization of personal learning potential.

(Aligned with section D. Supervision & Evaluation in Standards for Competent & Ethical Educators)

- Use the knowledge of human behavior to help promote a climate in each school that is conducive to learning and that respects the rights of all persons without discrimination.
- Assume responsibility for the district’s special services programs and assist colleagues to do the same.
- Gather relevant information and use it in planning for and evaluating programs for students with special needs.
- Demonstrate skill in providing equal opportunity for all students and staff.

(Aligned with section E. Management Skills in Standards for Competent & Ethical Educators)

- Demonstrate skill in managing staff and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assure that all staff is informed of these requirements.
- Demonstrate skill in planning and utilization of staff and resources.

(Aligned with section F. Human Relations & Communications in Standards for Competent & Ethical Educators)

- Work effectively with students, staff, parents, community, and outside agencies.
- Demonstrate an awareness of how the community identifies with the school, community needs, and how the programs for special-needs students is designed to meet these needs.
- Communicate with knowledge, clarity, and good judgment about educational matters, the school, and the needs of students.
- Demonstrate skill in helping students, staff, parents, and patrons learn about programs for special-needs students.
- Demonstrate skill in communicating District and program goals to staff and the public.
- Demonstrate willingness to be flexible in working cooperatively with others.
- Demonstrate skill in reconciling conflicts.

**SUPERVISORY RESPONSIBILITIES:**
All special services teachers and related service personnel employed or contracted by the district in cooperation with building principals.

**QUALIFICATION REQUIREMENTS:** 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.

**EDUCATION and/or EXPERIENCE:**
A minimum of a master’s degree in education with a graduate major in special education services.

**CERTIFICATES, LICENSES, REGISTRATIONS:**
Hold a valid Oregon Administrator’s license.

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

**MATHEMATICAL SKILLS:**
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**OTHER SKILLS and ABILITIES:**
Must be able to transport between school buildings, districts and cities. Ability to apply knowledge of current research and theory in specific field. Demonstrated leadership ability and general knowledge of issues and problems in all disability areas of special education. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to represent the district’s concerns in the development of regional and state policies and legislation.

**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.

While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. The employee is occasionally required to talk and hear. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours. The employee is responsible for safety, well-being, and work output of others.

**WORK ENVIRONMENT:** 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.

The noise level in the work environment is usually quiet. The noise level in this position varies. When visiting a building the noise level will be loud, in the office, quiet and at meetings, moderate.

**EVALUATION:** Job performance is evaluated in accordance to district guidelines by the district Superintendent and in accordance with the provisions of the District’s Board Policy, and State Law. In the event the services of the Student Services Director are deemed unsatisfactory, he/she shall be notified in writing and given an opportunity to correct the conditions, if the conditions are not corrected, he/she shall be given notice in writing at least three months before the expiration of the annual contract that he/she services will not be retained. The annual period of service for the Student Services Director shall be twelve months.

Information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

**TERMS OF EMPLOYMENT:**

Salary is commensurate with the Administrative Salary Schedule as established by the Board of Directors. The Student Services Director shall be a member of the Administrative and Management employee group; benefits and work year are in accordance with the MOU for Administrative and Management Employees, currently 235 days. By my signature below, I acknowledge that I have read, understood and accept the terms and conditions of the position of Student Services Director.

Print & Sign ____________________________ Date ____________________________