

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Administrator, Special Education Local Plan Area (SELPA)	CLASSIFICATION:	Certificated Management, United Professional Educators (UPE)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9899	WORK YEAR:	12 Months
DEPARTMENT:	Special Education	SALARY:	Range 58 Salary Schedule B
REPORTS TO:	Director, Special Education Local Plan Area (SELPA)	CABINET APPROVAL:	8-27-24
		HR APPROVAL:	8-27-24
		BOARD APPROVAL:	9-5-24

BASIC FUNCTION:

Under the Direction of the SELPA Director, the SELPA Administrator shall provide support and assistance to Local Education Agency (LEA), site and department leaders, Special Education personnel, and families regarding program development, legal technical assistance, family engagement, and instructional strategies. The SELPA Administrator will support LEAs in serving students with disabilities in alignment with the mandates outlined in the Individuals with Disabilities Education Act (IDEA) and will participate in county-wide activities related to programs and services of the SELPA.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Monitors compliance and procedures for referral, assessment, identification, Individual Education Program (IEP), Progress Monitoring, Educational Benefit and placement. **E**

Consults with District personnel, the community, parents, and agencies regarding special education laws, procedures, and policies including: the Local Plan for Special Education; Individuals with Disabilities Education Act (IDEA); Section 504; and other laws related to individuals with disabilities. **E**

Functions as a liaison with agencies responsible for service to eligible students. **E**

Develops and implements an ongoing evaluation of programs and services for students with disabilities inclusive of but not limited to

- Emotional and/or behavioral disorders
- Autism spectrum disorders
- Mild to Moderate Support Needs

- Moderate to Extensive Support Needs

Assists in the preparation of the Local Plan for Special Education in accordance with California Department of Education, Federal specifications, procedural manuals, and community awareness materials as required. **E**

Provides leadership, SELPA-wide, through in-service training/professional development for staff, parents, community agencies, and community groups. **E**

Coordinates and participates in interagency activities, including, but not limited to, grant writing, service delivery, and interagency agreement development. **E**

Serves on SELPA committees and projects as specified by the Director, SELPA. **E**

Assists the Director, SELPA in monitoring of Local Plan implementation, legal compliance, and data collection. **E**

Provides Alternative Dispute Resolution Services to LEA and families of eligible students. **E**

Monitoring nonpublic schools for safety, provision of a free appropriate public education, delivery of services, qualifications of staff and student progress. **E**

Coordinates with District to implement Evidence-Based Practices (EBPs) and improve teaching practices. **E**

Collaborates with state agencies (i.e., California Department of Education, California Collaborative for Education Excellence to implement system-wide changes and improve outcomes for SWDs; Collaborates with statewide systems of support (SELPA System Improvement Lead and Content Leads), to create LEA-specific projects, including but not limited to, disproportionality, accessibility, inclusion, Least Restrictive Environment, transition, and implementation of evidence-based practices. **E**

Participates in SELPA CAC meetings to support CACs in implementing responsibilities consistent with Ed Code 56194. **E**

Conducts activities to assist LEAs in meeting Special Education Annual Performance Indicator targets. **E**

Assists District and site leaders in planning the implementation of literacy programs, behavior intervention models and other curricular programs to support the alignment of SCUSD essential standards with effective teaching practices in special education. **E**

Facilitate the development and implementation of inclusive teaching and collaboration programs; monitor their effectiveness in terms of services to students with disabilities, in the least restrictive environments. **E**

Work with District and site administration to plan, develop, and provide technical assistance to implement

innovative programs for students with disabilities through the Special Education Local Plan that assesses the needs of students, identifies the barriers, and develops strategies to achieve established outcomes. **E**

Work closely with the SELPA) Director and site personnel to secure required data related to SELPA Local Plan development, compliance, quarterly and annual reviews, and related services. **E**

In coordination with the SELPA Director, support the implementation of settlement agreements, hearing orders, corrective actions resulting from state complaints and compliance reviews; participate in the development of SELPA Local Plan, improvement plans and their cycle of implementation. **E**

Perform other related duties as assigned. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree in related field with a minimum of five (5) years of certificated experience; Master's degree preferred. Other professional experiences should include at least three (3) years of experience working in an administrative position and supervising special education programs on a school site or within the central office.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Administrative Services and a valid Teacher Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing. A valid Education Specialist authorization or Education Specialist credential is required. Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Planning, organization, and direction of Special Education Programs and activities.
- Curriculum for Special Education Programs.
- Multicultural community and demographics.
- District educational goals, objectives, policies, procedures, and organization structure.
- Current applicable laws, codes, regulations, policies, and procedures governing Special Education.
- School district organization, operations, policies, and objectives.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

ABILITY TO:

- Demonstrate belief and hold oneself and others accountable for reaching high academic achievement of all students.
- Comfortable addressing matters of equity, race, disability and bias in decision-making.

- Understand and implement promising, innovative and effective instructional practices and models that improve outcomes for all students, including students with disabilities.
- Implement a strong data driven problem-solving model that ensures instructional best practice implementation for all students, including students with disabilities.
- Develop, coordinate, and implement District Special Education Programs which are aligned with a multi- tiered system of support and the vision/mission of the District.
- Plan, organize, and supervise Special Education programs and services in the District.
- Read, interpret, apply, explain and provide professional learning for rules, regulations, policies, and procedures.
- Demonstrate an understanding and willingness to learn special education legal mandates and regulations that govern the provision of special education and related services.
- The ability to communicate clearly and concisely, and respond to questions, both orally and in writing, for multiple audiences.
- Demonstrate leadership presence that gains the confidence of others.
- Actively listen to others and effectively interpret motivation/perceptions.
- Able to integrate feedback from others to achieve better results.
- Build positive relationships and coalitions.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.
- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment: drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; and lift light objects.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.