



Ross Valley School District

Director of Student Services

Department/Division:	Student Services
Reports To:	Superintendent
Provides Direction To:	School Psychologist, Speech and Language Pathologists, School Nurse, Home/Hospital Teachers, Occupational Therapist, Counselor, Social Worker, and other assigned classified and certificated special education and student services personnel and assigned support staff.
Classification Status:	Certificated Management
Board Adopted:	Before the Board April 21, 2020

DISTINGUISHING CHARACTERISTICS

Under the general supervision and direction of the Superintendent, the Director of Student Services is responsible for the planning, development, organization, management, and implementation of all aspects of Special Education and student services and the evaluation of assigned personnel. Responsibilities include but are not limited to the operation, implementation, and oversight of the District's Special Education, English Language Learner, categorical and grant funded, Section 504, health, counseling and welfare, safety and emergency, Drug/Alcohol/Tobacco Use Prevention (TUPE), homeless and McKinney Vento, attendance, and discipline procedures and programs in compliance with District, SELPA, state, and federal mandates, codes, laws, and regulations.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties and responsibilities 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 position.

- Develops and maintains Board policies and administrative regulations in accordance with CSBA guidelines as they relate to students and student support issues; prepares related agenda items for information, discussion, and action at Governing Board meetings.
- Supervises and evaluates assigned special education and student services personnel.
- Provides consultation, support and technical assistance to site principals, special/general education teachers, specialists and other district staff on all educational, program and legal matters relating to special education programs and related services.
- Coordinates Student Study Team (SST), Integrated Services Team (IST), and IEP processes including identification, assessment, and appropriate placement of students; facilitates IEP meetings as needed.

- Develops, recommends for approval, and monitors all contracts with other public education and non-public schools and agencies for required learning support programs and services not available within the District.
- Oversees and coordinates student transportation with the Transportation Authority of Marin as well as the transportation of District special education students who are served in county and non-public school programs.
- Serves as liaison with District legal counsel regarding student service compliance issues, regarding special education mediation and due process proceedings.
- Oversees student residency and custody issues as well as processes for overflow and inter- and intra- District attendance permits in coordination with the Director of Human Resources who oversees enrollment processes.
- Develops and maintains in coordination with site principals Student/Parent handbooks and all necessary student forms, brochures and notifications, including back-to-school information and forms.
- Coordinates the District's attendance program in compliance with policies and laws; Directs the planning, organization and coordination of the District's pupil attendance programs, including the School Attendance Review Team (SART) and Board (SARB) processes.
- Plans, organizes, and directs the preparation of a variety of reports, including but not limited to CalPADS student information, the School Accountability Report Card (SARC), Racial/Ethnic Survey, suspension/expulsion reports, school safety, and any other District, county, State and/or Federal reports as required and in coordination with other department and/or site administrators.
- Serves as District contact for Uniform Complaint, Title 5, student harassment, and Title IX procedures; acts as compliance officer related to student discrimination and harassment; coordinates and/or oversees outside contracted investigation services.
- Serves as the custodian of student records, including coordination of the response to record requests, review, and student record subpoenas.
- Oversees the allocation and assignment of certificated and classified staff related to special education programs and services in consultation with the Superintendent, Human Resources, and Business Services; maintains accurate and up-to-date staff data in alignment with Human Resources, Payroll, and Position Control.
- Develops and recommends annual department budget allocations based on assessed needs; organizes, and implements the student services budget, including planning guidelines, procedures, and expenditure control strategies; seeks grants and other potential funding sources for the purpose of advancing the special and student services programs.
- Oversees the District's health and nurse services and programs; coordinates the District's home and hospital program, McKinney-Vento for homeless students, and independent study programs.
- Oversees the District's counseling and guidance program(s) and coordinates inter-agency mental health and counseling efforts to address personal, social, educational and career development, suicide prevention and awareness, bullying and harassment prevention, and character education.
- Oversees the District's and school sites' disaster and emergency preparation and crisis management plans in coordination with the Director of Maintenance and Operations and school site principals.
- Oversees the design, articulation, and implementation of the District's and school sites' student behavior and intervention program in coordination with principals; maintains partnerships with probation, SROs, and law enforcement.
- Chairs, conducts, and supervises discipline hearing panels and ensures due process in all cases; monitors compliance with special education discipline including manifestation determination.
- Coordinates the articulation of special education curriculum and instructional strategies as well as training and staff development to special education and student services personnel

in consultation with the Director of Curriculum and Instruction.

- Develops and implements behavioral and academic interventions through Multi-Tiered Systems of Support (MTSS) in coordination with the Director of Curriculum and Instruction to support the needs of general education and special/exceptional needs students, English language learners, students from underrepresented minorities and low socioeconomic backgrounds.
- Attends and participates in professional committees, conferences, workshops, and meetings; maintains current knowledge of trends and innovations as well as of laws, codes, regulations and pending legislature related to student services and special education.
- Establishes and maintains cooperative relationships with community agencies and organizations and explores ways of using community and school resources to provide services to students; serves as the District representative to Marin County SELPA and other county, state, or national student services and special education organizations.
- Establishes communication and feedback systems and processes for monitoring and auditing student support programs and activities; ensuring these programs and activities are pursued within appropriate accountability and compliance guidelines.
- Performs other related duties as assigned.

QUALIFICATIONS:

Knowledge, Skills, and Abilities Required

- Demonstrate a commitment to professional growth and ethical standards related to identified areas of responsibility and to advance the mission, goals, and policies of the District.
- Demonstrate exemplary skills in written and oral language with the ability to communicate respectfully, clearly and concisely by telephone, in person, and in written form.
- Make effective presentations, produce high quality reports, draft policies and procedures, and product publications; direct the maintenance of a variety of reports, records and files related to assigned activities.
- Possess the characteristics of honesty, openness, warmth, humor, and integrity; remain calm, flexible, and work effectively under pressure and with frequent interruptions.
- Demonstrate strong interpersonal, problem solving, conflict resolution, and the ability to deal with confrontational situations in a positive manner; maintain positive and effective interactions with all elements of the school community; act independently with authority and assurance within the purview of assigned functions.
- Collect, organize, analyze, interpret, and apply job-related information and data including budget development, monitoring, and management; organize, plan, coordinate and direct a variety of complex operations; ability to handle both detail work and large-scale planning as well as develop and monitor both short- and long-term strategic and action planning; reason logically and creatively identify problems, draw valid conclusions, and develop effective solutions.
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational model that is student-centered and cost effective.
- Demonstrate an extensive knowledge of Special Education laws, regulations, policies/procedures, instructional methodology, staff development, methods of assessing student progress, and program design and delivery.

Experience and Training:

Any combination of experience and training that would likely provide the required knowledge and abilities are:

Qualifications:

1. Master's Degree or higher from an accredited college or university.
2. Minimum of three (3) years of successful experience in special education programs as a teacher or service provider.
3. Minimum of three (3) years of experience in a leadership position at the site and/or district level, including managing, supervising, and evaluating and supervision, evaluation and oversight of special education programs and related services preferred.
4. Previous experience working effectively with culturally and linguistically diverse groups and in conflict resolution preferred.

License or Certificate:

1. Valid California credential authorizing service as a classroom teacher, counselor, school psychologist, school nurse or other related field.
2. Valid or the ability to qualify for a California Administrative Services Credential.

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. 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.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit and/or stand for extended periods of time; talk and hear for extended periods of time, in person and by telephone; use hands and fingers to touch, handle, feel, or operate standard office equipment including technology; and reach with hands and arms. The employee may be frequently required to walk, bend, stoop, crouch and to grasp, lift, carry, push, pull, and move records and documents typically weighing up to 30 pounds or more, on occasion. Ability to perform extensive work at a computer display terminal. 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. Generally, the job requires 60% sitting, 20% walking, and 20% standing.

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 detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, and others encountered in the course of work. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

Employees regularly work in an indoor office and classroom environment. The employee will work under typical conditions which are moderately quiet, but may encounter a loud noise level, occasionally. The employee will travel to District sites, offices, various events, training facilities, meetings and other engagements as needed.