

**DIRECTOR OF STUDENT SERVICES**  
**Administrative Salary Schedule 02**

**DEFINITION**

Supervised and evaluated by the Superintendent, the Director of Student Services provides services to schools supporting the educational program for students who are receiving and/or referred for special education services, and other students with specialized needs, and/ or at-risk behaviors; supervises the District Nurse, School Psychologist, Speech Pathologist, PBIS Coach and Coordinator, and other student support services staff as assigned, to assure coordination of services delivered to schools; coordinates the actions and activities of other agencies that collaborate with district schools and categorical programs in support of student learning; monitors student records; and, assures compliance for special education programs and/or other categorical programs monitors progress of special programs in LCAP and special needs services through data analysis; Director of the district preschool program; may serve as a school site Principal.

**ESSENTIAL FUNCTIONS**

The Director of Student Services will:

1. Be a positive and proactive leader of student support services who works collaboratively with other administrators toward quality outcomes for students
2. Cooperate effectively with parents to achieve quality outcomes for students
3. Supervise and evaluate certificated and classified personnel assigned to the student support services department
4. Monitor district compliance with state and federal programs
5. Use data to monitor the quality of programs including special education, ELL, and 504 programs;
6. Develop and implement identification and placement for special student populations;
7. Provide administrative support to district and site administrators regarding student populations
8. Act as a designated special education contact person for the district with respect to SELPA-level communications and activities
9. Serve as custodian of records for the district, including the following: development of policies, procedures, and practices with respect to maintenance and destruction of student records; maintenance and destruction of special education records; and maintenance of the management information system (MIS) for special student populations, such as special education and limited English proficiency;
10. Inform district staff of procedures, trends, innovations, and practices for student support including special student populations;
11. Compile and complete all state mandated reports regarding special student populations (including special education and limited English proficiency)
12. Serve as a member and/or chairperson of the IEP Team as appropriate
13. Provide input on the development of annual goals and objectives for the IEP
14. Complete state and federal reporting including for LCAP, CALPADS and other Federal/State criteria

15. Consult with parents and school staff members to assist in creating and maintaining a functional and positive environment for learning, acquiring knowledge of child development and childhood exceptionalities, and identifying community resources and/or agencies that provide services to children with special needs
16. Collaborate and may facilitate with school staff members in helping students solve learning and personal adjustment problems;
17. Maintain professional competence through participation in staff development activities
18. Develop and provide staff development and/or parent education programs.
19. Director of Preschool
20. Serve as school site Principal; assignment may be short or long term, provisional, at intervals

Incorporated within one or more of the previously mentioned duties and responsibilities of this job description are the following essential physical requirements:

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|---------------|-----------------|------------------|-----------------|
| 1. Seldom     | = Less than 25% | 3. Often         | = 51.75%        |
| 2. Occasional | = 25-50%        | 4. Very Frequent | = 76% and above |
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|----------|---|
| <u>4</u> | a. Ability to work at a desk, conference table or in meetings of various configurations.                                      |
| <u>1</u> | b. Ability to stand and circulate for extended periods of time.   |
| <u>4</u> | c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u>4</u> | d. Ability to hear and understand speech at normal levels.  |
| <u>4</u> | e. Ability to communicate so others will be able to clearly understand normal conversation.                                   |
| <u>1</u> | f. Ability to bend and twist, kneel and stoop, run and crawl.   |
| <u>1</u> | g. Ability to reach in all directions.  |
| <u>1</u> | h. Ability to lift 50 lbs.  |
| <u>2</u> | i. Ability to carry 25 lbs.   |

## REQUIRED QUALIFICATIONS

### Personal and Professional Qualifications

1. Experience in working effectively with students, including individuals with exceptional needs and/or other special student populations
2. Ability to supervise and/or work cooperatively with regular education teachers, special education teachers, support personnel, school administrators, and parents
3. Knowledge of current regulatory/legal statutes regarding special student populations in the state of California
4. Knowledge of federal and state laws, regulations, processes and procedures related to special education
5. Knowledge of principles and practices of management and organization
6. Ability to communicate effectively, orally and in written form, with staff, parents, students, and community
7. Ability to evaluate complex issues, recommend appropriate solutions and alternatives, and make timely, effective decisions
8. Knowledge of and/or willingness to acquire knowledge of current trends, innovations, and practices in the effective delivery of student support services
9. Knowledge and adherence to the policies and regulations of Kernville Union School District

## **Education**

The Director of Student Services will meet all credentialing qualifications established by the State of California for an administrative position.

1. A master's degree; doctorate degree desired
2. A valid state Administrative Services Credential
3. Successful experience with special education, including student behavioral support programs
4. Demonstrated evidence of sensitivity and respect for others; professional endorsement of exemplary leadership behaviors; cooperative efforts with administrators, instructional staff and parents; and, verification of the demonstrated ability to serve as a positive role model for students and staff
5. Successful experience in the assessment, diagnosis, and educational intervention of childhood exceptionalities
6. A satisfactory work and attendance record

## **Experience**

The Director of Student Services shall have successful experience and/or training in/with:

1. The management/administration of educational programs for special student populations (e.g., special education, limited English proficiency, 504, etc.)
2. Working cooperatively with other school administrators, regular program teachers, special education teachers, support personnel, parents, and students to provide effective programs for educating children with special needs
3. Monitoring compliance with legal regulations relating to special programs (including special education)
4. The assessment, educational diagnosis, and educational intervention of childhood exceptionalities
5. Effectively communicating (orally and in writing) the following: special student population policies and procedures, psycho-educational assessment results, and strategies for correcting childhood learning and/or personal adjustment problems
6. Learning Center Model for Intervention; and
7. Three tier model for Response To Intervention (RTI).

Terms of Employment

Current DOJ and TB clearances

Adopted: 4/09/13  
Revised: June 23, 2020