



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Assistant Director, ACCESS Special Education

Class Code: 1611

Work Days: 225

GENERAL PURPOSE

Manage, supervise, plan, and coordinate special education activities within the Alternative Education ACCESS Division; provide specialized assistance and knowledge in coordination with other divisions as required; organize, assign, review, and participate in the work of staff providing special education services to students in the ACCESS program; assist the Director with the day-to-day operations of special education services in ACCESS; and provide highly responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Develop and implement goals, objectives, policies, priorities, and strategic plan; identify resource needs; establish schedules and methods for providing specialized services; recommend and implement policies and procedures.
 2. Assist the Director with the day-to-day operations of the special education unit in ACCESS; assist in managing and conducting meetings, workshops, and trainings; attend meetings and conferences on behalf of the Director; and advocate for OCDE and ACCESS Special Education program and students.
 3. Develop and administer program budget; forecast additional funds needed for staffing, equipment, materials, and supplies; monitor and approve expenditures; recommend adjustments as necessary.
 4. Serve as liaison with the State Department of Education in matters relating to legal compliance, instructions, and credentials; act as the educational liaison to various educational groups and agencies who serve youth and the general community.
 5. Research and respond to compliance questions and concerns from within the Department of Education and from the districts; provide consultation services to districts and the county office on matriculation.
 6. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
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7. Assist in the negotiation and mediation process of compliance/legal issues related to provisions of special education and related services.
 8. Monitor program compliance with laws, rules, and regulations related to the provision of special education and related services.
 9. Update ACCESS administration and provide assistance related to special education staffing, reporting, and program review.
 10. Coordinate, monitor, and maintain the Medi-Cal Billing Option program.
 11. Maintain awareness of new developments in the field; incorporate new developments as appropriate into programs.
 12. Demonstrate attendance sufficient to complete the duties of the position as required.
 13. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of a special education program.
2. IEP planning process and continuum of program options.
3. Mediation and due process hearings.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
6. Procedures and requirements of program assessment and evaluation.
7. Modern principles and practices of special education program development and implementation.
8. Pertinent federal, state, and local laws, codes, and safety regulations.
9. Recent developments, current literature, and sources of information related to special education services, planning, and administration.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; effectively delegate authority and responsibility.
2. Interpret the organizational and Division strategic plan and create relevant goals and plans for assigned areas.
3. Coordinate, direct, and implement special education programs suited to the Division's needs, including legal compliance.
4. Assess, evaluate, interpret, and explain program effectiveness, policies, and procedures and analyze for compliance.
5. Establish and maintain effective working relationships with various constituencies.
6. Interpret and explain laws, codes, contracts, policies, and procedures.
7. Develop and present training materials.

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8. Prepare clear and concise correspondence, reports, and other written materials.
 9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in teaching, special education, administration, or pupil personnel services and five (5) years of special education program experience, including three (3) years of administrative and supervisory experience; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements

A valid California credential authorizing instruction or service in a public school program.

A valid California Administrative Credential.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee 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

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

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.

Employee typically works in an office environment that is fast paced with high pressure.