SEATTLE PUBLIC SCHOOLS
invites applications for the position of:
Director of Special Education
An Equal Opportunity Employer

SALARY: $126,089.60 - $170,310.40 Annually

OPENING DATE: 05/20/20

CLOSING DATE: Continuous

REQUIRED ATTACHMENTS:

OVERVIEW OF POSITION:
This position is open until filled with first consideration given to applications received by June 3. First round interviews are TBD.

This position's responsibilities are to direct special education leadership team delivery, in collaboration with the Chief of Student Support Services, or the Chief's designated supervisor, to provide innovative leadership for the District's Special Education department. In addition, this position facilitates the implementation of complex district, state and federal regulations and procedures for special education within the District. This role also provides budget approval for personal service contracts, legal settlements and large purchases, and consults on legal and compliance issues that involve the prevention of errors or settlements.

This leadership position will work collaboratively with Department and central office and school leaders in the monitoring and effective implementation of the Multi-Tiered System of Support (MTSS), ensuring equitable access to a high-quality education for all students within Seattle Public Schools (SPS). In alignment with our Strategic Plan and Policy #0030 Ensuring Education Racial Equity to ensure IDEA compliance while supporting our vision for students furthest from educational.

ESSENTIAL FUNCTIONS:

10%

- In collaboration with the Special Education leadership team, establishes Special Education department goals and objectives which are consistent with Board and Superintendent priorities, District Strategic Plan, and District policies
- Manages department supervisors and other assigned staff and supports ongoing development activities.
- Makes presentations to the School Board and convenes District administrators and staff to discuss District-wide Special Education issues as appropriate.

10%

- Provides innovative leadership in the District and Department's transformation from a service delivery model based on self-contained classroom program labels, to one that focuses on student service needs through implementation of Integrated Comprehensive Services across all schools.
- Assists the Executive Director of Special Education and Chief of Student Support Services in
monitoring and coordinating all District Special Education and related services, and ensures continuity of service, instruction and training.

- Works closely with Education Directors to ensure effective implementation of all Special Education programs in schools and integrates service delivery with other Curriculum and Instruction programs in cooperation with other directors.
- Serves as an advocate for the interests of Special Education students.

10%

- Ensures delivery of direct and related services by Special Education department staff, by promoting collaboration between department, program, school staff, and other District departments involved with education and support services.
- Plans and schedules on-site delivery in cooperation with the Executive Director of Special Education, Educational Directors, Learning and Teaching Directors/Managers and Principals.
- Ensures integration and articulation of departmental services and provides leadership for department staff by initiating cooperative planning.

10%

- Provides evaluation and assessment of programs and instructional activities.
- Solicits input and modifies services as appropriate.
- Develops and initiates plans, guidelines, and procedures for operations within the department.
- Assumes responsibility for staffing and implementation of Special Education services within existing resources and in compliance with regulations and union contracts.

10%

- Collaborates with the Special Education leadership team in the development of departmental and other assigned budgets.
- Ensures expenditures of approved budget in conformance with budget allocation, district fiscal procedures, and state and federal fund source restrictions.
- Seeks alternate funding mechanisms.

10%

- Provides interpretations of legislation, regulations, policies, and procedures related to Special Education for District staff and the public.
- Provides consultative services on departmental matters and monitors compliance with Washington Administrative Codes and state and federal reporting requirements for the Special Education department as appropriate.

10%

- Assists in the Coordination of parent and community involvement in the planning, implementation, and evaluation of programs.
- Recruits members for, serves on, and supervises the organization of Department committees.
- Represents the Superintendent, District and Special Education Department on committees, task forces and councils, as assigned.
- Serves as a liaison with community and business programs that impact Special Education and communicates program innovations to the general community.

10%

- Participates in ongoing training to enhance professional skills.
- Maintains currency on practices and research in Special Education.
- Maintains state-of-the-art expertise in Special Education administration and service delivery.
Establishes competency in the general field of curriculum and instruction, and school support services.

Develops additional competencies to perform director functions.

10%

- Directs the provision of staff development activities related to Special Education, in collaboration with school administrators and the District Staff Development Coordinator.
- Ensures the planning, organizing, and scheduling of in-service training activities in Special Education for both certificated and classified staff as determined by needs assessments and as required to meet School Board goals and objectives.
- Ensures that training activities are integrated into the total district instructional program.

5%

- Ensures the development, implementation and maintenance of departmental information systems.
- Ensures that necessary reports are prepared, including reports for state and federal compliance purposes.
- Monitors and assists with monitoring categorical program compliance issues, and maintains currency on the rules, regulations, District policies and other requirements for categorical program compliance.

5%

- Complies with all District policies, state and federal guidelines, and legal mandates.
- Works with the Office of the State Superintendent of Public Instruction to ensure annual compliance in the referral, identification, and placement of students in the Special Education program.
- Works collaboratively with other categorical programs to create effective service delivery models.

OTHER FUNCTIONS:

- Attend or participates in all required staff and committee meetings and other activities deemed necessary by the District, Executive Director of Special Education, or Chief of Student Support Services.
- May represent the District on potentially sensitive or controversial matters.
- May perform related duties consistent with the scope and intent of the position.

RELEVANT COMPETENCIES:

Managerial Courage
Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head-on with people problems and prickly situations.

- Lets people know where they stand and faces up to people problems quickly, directly and respectfully.
- Responds constructively to challenging situations or people even under stress.
- Does not hold back on anything that needs be said or done in a productive and constructive way.

Strategic Agility & Innovation Management
Anticipates future consequences and trends accurately; brings creative ideas to market; recognizes strategic opportunities for change; creates competitive and breakthrough strategies.

- Sees ahead clearly and accurately anticipates how potential ideas may play out.
- Thinks holistically by combining ideas in unique ways or making connection between different
ideas.
- Examines and evaluates potential solutions to determine where the greatest gain can be achieved.
- Creates new ways of thinking to address complex issues.

DISTRICT-WIDE CORE COMPETENCIES:

Collaboration
Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.
- Is seen as a team player who encourages efficient and effective collaborations.
- Works skillfully in difficult situations with both internal and external groups.
- Represents his/her own interests while being open-minded to other groups.
- Builds respectful and productive relationships internally and externally.

Getting Results (Action Oriented)
Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.
- Demonstrates a strong sense of urgency about solving problems and getting work done.
- Focuses on achieving the goal even in the face of obstacles.
- Assumes responsibility for starting and finishing work with minimal supervision.
- Strives for new levels of performance.

Decision Quality & Problem Solving
Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action.
- Weighs the consequences of options before making a decision.
- Applies appropriate criteria to situations for the purpose of making decisions.
- Displays self-confidence in own judgment.
- Focuses in the facts and solutions instead of opinions and problems.

Integrity
Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.
- Deals with people and situations in an honest and forthright manner.
- Represents information and data accurately and completely.
- Represents the confidentiality of information and concerns shared by others.
- Takes ownership if a mistake is their own and does not blame others.

Accountability
Holds self and others accountable for measurable high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.
- Takes responsibility and action as if the risks (financial or otherwise) are his or her own.
- Holds individuals and team accountable for their actions and results.
- Initiates action even if outcome is uncertain and is willing to accept the consequences of failure.
- Aligns own activities and priorities to meet broader organizational needs.
- Demonstrates courage and confidence in his or her own ability.

KNOWLEDGE, SKILLS AND ABILITIES:
- Knowledge of theories, techniques and methodologies for use in special education and school
psychology.
- Multicultural assessment and education in an urban setting.
- State and federal legislation, rules, regulations, and court decisions governing special education and school organization service delivery.
- Computerized management systems, organizational analysis, and accounting systems in education,
- Rules and requirements for categorical program compliance.
- Collaborative problem-solving methods and budget development.
- Practices and principles of supervision.
- Current trends in educational reform and restructuring.
- Collaboration and team building techniques.
- Strong oral and written communications.
- Building, evaluating and assessing the effectiveness of teams.
- Modeling effective methods of service delivery.
- Organizational change.
- Time management.
- Programs and instructional activities.
- Conceptual and analytical thinking.
- Provide leadership and direction, communicate a sense of vision.
- Motivate others and stimulate team and group processes.
- Effectively represent the District before the public.
- Provide leadership and strategy development in the field of Special Education.
- Effective decision-making, analyzing problems and recommending solutions.
- Think logically and creatively.
- Provide appropriate and constructive feedback to District staff.
- Establish objectives, provide direction and assistance to staff in evaluating and assessing teacher and student progress and achievement.
- Locating and securing District and non-District resources and complying with categorical program rules and requirements.
- Take individual initiative and responsibility.
- Coordinate multiple activities simultaneously.
- Develop and administer budgets.
- Adapt to and innovate change.
- Establish and maintain effective working relationships with District staff and administrators, students, the parents or guardians of exceptional children, outside agencies and the public, in a multicultural community.
- Shift tasks and priorities.
- Flexibility and adaptability towards new trends and concepts in education.
- Requires individual initiative and teamwork.
- Ability to deal with distraught and difficult individuals.
- Ability to facilitate group discussions and communicate clearly with diverse audiences.
- Requires excellent listening skills.

**TYPICAL QUALIFICATIONS:**

**EXPERIENCE/EDUCATION:**

A typical way to obtain the knowledge and abilities would be:

Three (3) years of classroom teaching experience, plus two (2) years of administrative or supervisory experience, preferably in an urban school system with a culturally and racially diverse student population, experience with grant writing and R.F.P. processes preferred; Master's degree in special education or a closely-related field; or an equivalent combination of education and experience.

**CERTIFICATION & LICENSES:**

Valid Washington State Administrator or Program Administrator Certificate.

Any equivalent combination of education, experience and training that provides the required knowledge, skills and abilities to perform the work will be considered.
CLEARANCES:

Criminal Justice fingerprinting and background check.

Seattle Public Schools, SPS, provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal.

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, 206-252-0024, or hreeoc@seattleschools.org

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, 206-252-0306, oscr@seattleschools.org, or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, 206-252-0367, or Title.IX@seattleschools.org
- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, 206-252-0178, or accessibility@seattleschools.org

APPLICATIONS MAY BE FILED ONLINE AT:
http://www.seattleschools.org/careers

OUR OFFICE IS LOCATED AT:
2445 3rd Ave South
Seattle, WA 98124-1165
206-252-0215
seridick@seattleschools.org

Director of Special Education Supplemental Questionnaire

* 1. Do you have a valid Washington State Administrator or Program Administrator Certificate? Or, will you have valid certification by July 1, 2020.

☑ Yes    ☐ No

* 2. Do you have a Master's degree in special education or a closely-related field; or an equivalent combination of education and experience?

☑ Yes    ☐ No

* 3. Do you have three (3) years of classroom teaching experience, plus two (2) years of administrative or supervisory experience, preferably in an urban school system with a culturally and racially diverse student population, experience with grant writing and R.F.P. processes preferred.

☑ Yes    ☐ No

* Required Question