



SENIOR DIRECTOR, SPECIAL EDUCATION PROGRAM IMPROVEMENT, PROFESSIONAL DEVELOPMENT & FAMILY ENGAGEMENT

BASIC FUNCTION

Under policy direction, provide leadership for assigned functional areas within the Special Education department; provide leadership, establish and monitor implementation of the operational and instructional vision and focused plans for improved outcomes of students with special needs; supervise and support administrators and staff in management of programs and functions; ensure a culture of high expectation which provides every special needs student with equitable access to high quality and culturally relevant instruction and supports; coordinate the efforts of various stakeholders to provide services needed by special needs students, working to eliminate disparities in achievement and ensure college and career readiness for students with special needs; provides strategic vision and direction to develop and implement policies and procedures.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

Special Education Professional Development Leadership

- Provide leadership and supervise the planning, development and establishment of new, modified or improved Special Education programming implementation, monitoring, and improving.
- Incorporate Tiered Intervention strategies in professional development to problem solve and monitor progress of all students in reaching standards through research based curriculum interventions.
- Utilize data analysis and/or program evaluation to make informed decisions for improved professional development with a focus on student achievement.
- Develop and evaluate professional development for Special Education, based on identified student instructional and behavioral needs.
- Collaborate with principals, principal supervisors, educators, and Special Education itinerant and support staff to identify areas for improved professional development.
- Ensure all professional development is culturally relevant, in compliance with all state and federal Special Education related laws and regulations as well as district policies and procedures.
- Collaborate with district teams including teacher and professional learning and leadership, human resources, and others to ensure alignment across professional development methodologies and strategies.

- Ensure cooperation, collaboration and communication with the general education administration so that Special Education needs are represented in staff development offerings, curriculum planning, textbook and materials selection and adoption, and instruction.

Special Education Family Engagement

- Develop, design, and host regular engagement activities for Special Education students and their families.
- Establish positive relationships with Special Education students and families, and build trust through developing a shared vision and understanding of the PPS Special Education program.

Special Education School Instructional Program and Special Education Early Childhood Oversight

- Provide leadership and supervise the Special Education early childhood program; ensure early childhood screening is conducted regularly.
- Lead development, evaluation and improvement of instructional programs which provide access and support to rigorous instruction for Special Education students in the Pioneer program.
- Utilizes data analysis and/or program evaluation of Pioneer and Early Childhood to make informed decisions with a focus on student achievement.

504 Management and Compliance

- Provide leadership and supervises the planning, development, and improvement of the Section 504 management and compliance program.
- Ensure the program follows all required federal and state laws and regulations.

General Administration and Leadership

- Maintain positive, responsive relationships with parents, advocates and community members.
- Enhance, develop and implement standards, policies and procedures related to exceptional child services; develop short and long range goals; monitor the progress of various services; make recommendations for changes.
- Demonstrate a commitment to the Portland Public Schools Racial Equity and Social Justice Commitment by developing a thorough knowledge and application of the district Racial Educational Equity Policy, the [PPS RESJ Framework](#), and the [PPS RESJ Partnerships Investment Strategy](#) and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Develop relationships with building administrators, central office, various employee groups and their union representatives to ensure high quality instruction for students with disabilities both in general and Special Education settings.
- Demonstrate knowledge of innovative and researched-based methodologies used to instruct students with disabilities in a virtual environment.

- Cooperate with public and private agencies, organizations and professional personnel and families in securing and providing services for students with disabilities and other conditions that may put students at the risk of failure.
- Direct and coordinate the implementation of State and Federal legislation related to assigned functions and program areas of Special Education.
- Develop and manage a complex budget with multiple funding sources and provides expenditure control for the Department of Special Education.
- Consistently operate an area of responsibilities to meet or exceed financial expectations and operating plans. Utilizes existing resources to devise innovative solutions to increase efficiency and effectiveness.
- Stay informed of all legal requirements governing Special Education and participates in legal proceedings.
- Supervise and evaluate Special Education administrative staff responsible for programs and services to students with disabilities and promotes the recruitment and retention of a diverse workforce.
- Communicate clearly and concisely, both orally and in writing.

Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

KNOWLEDGE AND ABILITIES:

- Knowledge of state and federal laws, regulations and interpretation regarding compliance and the delivery of educational programs for students with disabilities.
- Knowledge of state and federal laws, rules and procedures regarding Special Education finance, budgeting and accounting.
- Knowledge of and ability to implement continuous system and process improvement.
- Staff development and evaluation.
- Knowledge of professional development strategies and methodologies.
- Knowledge of engagement strategies and activities and the ability to implement those strategies and engage with various stakeholders to build trust.
- Ability to lead major organizational change initiatives (with the involvement of diverse internal and external stakeholders) that results in measurable and sustainable improved student achievement.
- Ability to utilize basic technology tools designed to communicate, deliver instruction and manage student instructional data.
- Ability to proactively define the needs and interests of all stakeholders and incorporate them into plans and actions.
- Ability to develop and maintain positive relationships with others throughout PPS and the community. Proactively collaborates across departmental boundaries.

EDUCATION AND EXPERIENCE

- An active Oregon Administrative License issued by Teacher and Standards Practice Commission or the ability to obtain licensure by the first day of employment is required.

- A minimum of **seven (7)** years as a licensed school professional including a minimum of **five (5)** years of experience as building and/or central office administrator with demonstrated results in improving the academic performance of students and decreasing the achievement disparities, with at least **three (3)** of those years being in the field of Special Education.
- Experience working in a richly diverse school community and environment.

Preferred

- Experience as a Special Education director.
- Evidence of demonstrated participation and leadership in professional activities related to Special Education.
- Experience leading professional development, specifically related to Special Education.
- Evidence of demonstrated participation and leadership in professional activities related to Special Education including school psychology, speech language pathology and behavior specialists.
- Demonstrated experience working with external agencies and community organizations that provide support to our students.
- Demonstrated experience with legislative bodies, which deal with Special Education legislation.
- Experience in urban schools is preferred.
- Bilingual or multilingual skills.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment with frequent interruptions and occasional visits to District sites. Work is performed primarily in a standard office environment with frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and

materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work Eligibility: Ad hoc.

FLSA: Exempt
Bargaining Unit: Senior Leadership
Job Code(s):
Salary Grade: SL150
Work Year(s): 260

Approval Date:

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.