

The Executive Director of Inclusive Student Services functions as a part of the superintendency, overseeing the operation of the school district, by working with directors, coordinators, principals, and building staff to build vision, set priorities, and develop long and short-range strategic plans for achieving the goals of the district; and acts as a liaison with Governing Board and administration to provide advice to the governing board on a regular and ongoing basis; and provides policy recommendations and policy updates in their respective areas to the Superintendent and Governing Board. The Executive Director of Inclusive Student Services is responsible for collaboratively working with principals and other school district administrators to implement and monitor the district's special education programs. The Executive Director is a leader of leaders who has the following strengths and abilities: works in a supportive, collaborative role with staff in all departments; interfaces with other departments to coordinate reciprocal services for achieving tiered support and special education goals; interprets and remains current on all federal, state, and local mandates for intervention support and special education services and ensures that schools are in compliance; handles confidential information discretely and professionally; uses discretion and exercises sound judgment; has exceptional public relations and interpersonal skills to respond to parents and advocacy groups.

Chain of Command

The Executive Director of Inclusive Student Services reports to the Superintendent

Competencies of the Executive Director of Inclusive Student Services

The Executive Director shall possess deep knowledge of Multi-Tiered Systems of Support, Positive Behavioral Intervention and Supports, best practices in intervention and special education requirements, compliance, relevant law and best practices. Additionally, listed below are the leadership competencies required for this position:

- **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.
- **Communication:** Effectively communicates to audiences in diverse situations through strong written and verbal communication skills.
- **Conceptual Thinking-** Sees patterns and links among seemingly unrelated things.
- **Developing Others:** Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
- **Innovation:** Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
- **Problem Solving:** Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
- **Resilience:** Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
- **Results Oriented:** Drives towards achievement of challenging goals, through a disciplined approach to work, using risk analysis, aligning strategy and mission, and regularly reviewing key measures of results.
- **Transformational Leadership:** Assumes leadership of a group to rapidly address the need for change within an organization.

- **Vision:** Takes a long-term view and builds a shared vision with others; acts as a catalyst for organization change. Influences others to translate vision into action.

Essential Duties

The Executive Director shall be responsible for the following duties:

- Establish and communicate a district-wide philosophy of equity and inclusion for all students.
- Guide the development and implementation of short and long-range plans for Multi-Tiered Systems of Support in alignment with the district's strategic plan.
- Guide the development and implementation of short and long-range plans for Positive Behavioral Intervention and Supports (PBIS) goals and objectives in alignment with the district's strategic plan.
- Guide the development and implementation of short and long-range plans for Social Emotional Learning goals and objectives in alignment with the district's strategic plan.
- Monitor the development and implementation of all aspects of health services.
- Guide the development and implementation of short and long-range plans for Counseling Services goals and objectives in alignment with the district's strategic plan.
- Define clear priorities and indicators of performance, ultimately holding district directors and staff accountable for high expectations.
- Establish and communicate a district-wide philosophy of least restrictive environment for serving students with special needs.
- Oversee the development and implementation of short and long-range plans for achieving special education goals and objectives in alignment with the district's strategic plan.
- Oversee the direction of special education services for all students with disabilities and ensure that students have access to the core curriculum.
- Responsible for the compliance with federal and state regulations regarding the implementation of special education programs.
- Monitor the development and implementation of all aspects of the special education program process.
- Collaborate with school-based administrators and district administrators regarding the discipline of students with disabilities.
- Interview and hire staff members for the Department; supervise and evaluate all daily activities of staff members relative to assigned tasks; reassign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.
- Facilitate and/or participate in all matters of dispute resolution with the Arizona Department of Education and the Office for Civil Rights pertaining to students with disabilities; manage mediation and due process procedures.
- Develop, monitor, supervise and manage all aspects of the annual budgets for special education; coordinate budget requests with individual schools relative to instructional programs.

- Oversee the implementation of federal and state grant applications and manage appropriate IDEA grants.
- Oversee the allocation of special education staff to schools in accordance with state and local standards and student needs; support school hiring processes.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the school district.
- Monitor compliance with Governing Board Policies and Regulations, recommend Board policies related to the areas of responsibility, and work with the School Board attorneys to develop required policy changes.
- Maintain open lines of communication with all interested parties; respond to concerns of parents, teachers, building and central office administrators, and community members.
- Oversee the maintenance and management of permanent records of all students, including students with disabilities.
- Guide ongoing needs assessments, collect and analyze data, use pertinent data to refine and improve operational functions and services; evaluate special education program initiatives.
- Recommend and Oversee research regarding trends and best practices to support appropriate recommendations for student success through rigorous, innovative, and technological programming.
- Oversee the planning for and implementation of professional development for staff; involve staff in continuous improvement through self-evaluation and goal setting.
- Assist Talent Management and school principals with screening special education applicants as needed.
- Attend Board meetings and other special meetings upon request of the Superintendent and serve as a contributing member of the teaching and learning team and on assigned committees.
- Perform related work as required.

Minimum Qualifications

Masters/Doctoral level degree in special education or related discipline. Teaching experience in special education and three year or more years experience as an administrator; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.

Preferred Qualifications

Experience and demonstrated success as a district leader preferred

Experience and demonstrated success as a school principal or assistant principal preferred

Licensing/Certification Requirements

Current Arizona Principal certification or other administrative certification, or eligibility for Arizona certification, required

Valid AZ Fingerprint Clearance Card required

Experience and demonstrated success as a district leader preferred

Experience and demonstrated success as a school principal or assistant principal preferred

Revised Date

4.12.2021