

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Director III, Special Education	CLASSIFICATION:	Non Represented Management, Certificated
SERIES:	Director III	FLSA:	Exempt
JOB CLASS CODE:	9932	WORK YEAR:	12 Months
DEPARTMENT:	Special Education	SALARY:	Range 19 Salary Schedule A
REPORTS TO:	Assistant Superintendent, Special Education	CABINET APPROVAL:	6-10-2025
		HR APPROVAL:	6-10-2025
		BOARD APPROVAL:	6-26-2025

BASIC FUNCTION:

The Director of Special Education provides leadership and oversight for the planning, development, implementation, and evaluation of special education programs and services across the district. The Director ensures compliance with federal and state regulations to provide for a full continuum of services in the least restrictive environment. The Director of Special Education promotes inclusive practices and collaborates with school and district leadership to support the academic, social-emotional, and behavioral success of students with disabilities. The Director serves as a key advisor to the Assistant Superintendent of Special Education.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Program Design, Management, and Evaluation

- Direct the planning, coordination, and evaluation of special education programs and services in accordance with district goals, student needs, and legal mandates. **E**
- Provide leadership in the design and improvement of inclusive practices and a full continuum of services for least restrictive environment (LRE) placements applying current research and best practices. **E**
- Ensure compliance with all federal, state, and local regulations pertaining to special education (IDEA, Section 504, etc.). **E**
- Interpret and implement special education laws, regulations, and policies for administrators, staff, and families. **E**
- Supervise and evaluate special education administrators, program specialists, and other designated staff. **E**
- Collaborate with school principals and district leadership to align special education policies and practices with Multi-Tiered Systems of Support (MTSS), promote inclusive practices and effective interventions for students with disabilities. **E**

Fiscal Management, Contracting, and Operational Efficiency

- Develop, manage, and monitor special education budgets, ensuring proper use of restricted and unrestricted funds. **E**
- Oversee staffing allocations based on student needs, caseloads, and program requirements; make fiscally responsible recommendations for hiring and resource deployment. **E**
- Identify opportunities for resource maximization, such as Medi-Cal reimbursement, grants, or interagency collaboration. **E**
- Ensure proper tracking, monitoring, and audit readiness for all special education expenditures and service contracts. **E**

Labor Relations and Staffing Management

- Engage with labor units on matters related to working conditions, contract interpretation, staffing allocations, and collaborative resolution of employee concerns. **E**
- Participate in labor-management meetings and support collective bargaining processes as directed by the Assistant Superintendent. **E**

Systems, Policies, and Compliance

- Monitor and respond to compliance indicators, procedural safeguards, corrective action plans, and dispute resolution outcomes. **E**
- Develop, implement, and monitor districtwide systems and standard operating procedures (SOPs) for special education service delivery, assessments, IEP processes, parent engagement, and student transitions using data-informed decision-making and integrated use of technology. **E**
- Maintain updated manuals, guidance documents, and administrative procedures related to special education. **E**
- As needed, serve as a district representative in IEP meetings, mediations, and due process hearings. **E**

Talent Management and Professional Learning

- Support recruitment, onboarding, and professional development of certificated and classified staff in the department. **E**
- Create and implement professional development programs for a range of stakeholders, enhancing inclusive practices, cultural competency, compliance expertise, and service delivery quality among all special education staff. **E**

Continuous Improvement, and Data-Informed Decision-Making

- Analyze and report data on student outcomes, compliance indicators, staffing ratios, and financial efficiency to inform continuous improvement. **E**
- Communicate findings, successes, and challenges to the Board of Education, Superintendent, District leadership, staff, and the community to maintain transparency and foster shared understanding. **E**

Community and Stakeholder Engagement

- Partner with families, advocates, site leaders, SELPA, and community agencies to support student needs and successful transitions. **E**
- Engage with internal and external stakeholders to address issues and complaints, and strengthen trust, transparency, and shared accountability. **E**
- Perform related duties consistent with the scope and intent of the position. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Master's degree in Special Education, Educational Leadership, or related field (Doctorate preferred). Minimum of five years of progressively responsible administrative, supervisory, and management experience in special education within a large, diverse urban school district preferred. Documented success in improving academic and social-emotional outcomes for students with disabilities. Experience as a teacher and/or school leader in special education, coupled with a track record of implementing inclusive and research-based instructional practices. Strong background in fiscal management, contract oversight, and labor relations, with demonstrated ability to manage complex budgets, negotiate service agreements, and foster positive labor relationships.

LICENSES AND OTHER REQUIREMENTS:

A current Administrative Services Credential from the State of California Commission on Teacher Credentialing. Valid California Special Education Credential, Pupil Personnel Services Credential authorizing School Social Work

or School Psychology, Speech-Language Pathology Services Credential, or Clinical or Rehabilitative Services Credential is required. Valid California driver's license; must provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Federal, state, and local laws, regulations, and policies governing special education, including IDEA, Section 504, and related mandates.
- Principles and current research in special education, inclusive pedagogical practices, culturally responsive teaching, and innovation in curriculum and instruction.
- Effective strategies for continuous improvement, assessment literacy, and data-driven decision-making to support diverse learners.
- Fiscal management, budgeting principles, procurement processes, and contract oversight to ensure resource alignment and cost-effectiveness.
- Labor relations, union contracts, and collective bargaining principles as they apply to special education staffing and workload considerations.
- Complex organizational change management, project management, and stakeholder engagement techniques.

ABILITY TO:

- Provide strategic leadership with a systems-thinking mindset.
- Use strong analytical, organizational, and project management skills.
- Interpret and apply complex legal and policy information.
- Strongly communicate orally or in writing
- Present effectively to diverse audiences.
- Use collaborative, solution-oriented approaches to problem-solving and conflict resolution.
- Plan, supervise, and evaluate the work of staff; mentor staff and maintain a results-oriented, culturally responsive, and student-focused team environment.
- Uphold cultural proficiency, equity, and inclusiveness in all District operations and programming.
- Operate a computer and utilize related software for analysis, communication, and reporting.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment with frequent travel throughout the District and attendance at community meetings and public forums.

SAMPLE PHYSICAL ABILITIES:

Hearing and speaking to conduct presentations, facilitate meetings, and exchange information. Ability to operate a computer keyboard and related equipment. Stationary for extended periods; travel as required.

SAMPLE HAZARDS:

Occasional exposure to challenging or distressed individuals. High-pressure situations requiring responsiveness, adaptability, and diplomacy.

HEALTH BENEFITS: The District pays a portion of the employee's health benefits through District-offered plans.