

DIRECTOR OF STUDENT SERVICES

DEFINITION

The Director of Student Services provides leadership and strategic direction for programs and services supporting diverse student needs. The programs and services include support for students with disabilities, individualized student evaluation, alternative education, English Language Learners, Indian Education, Positive Behavior Support, drug and alcohol prevention/intervention, Talented & Gifted Education and student in detention/correctional programs. This is a Superintendent's Cabinet level position.

Reports To: Assistant Superintendent

DISTINGUISHING CHARACTERISTICS

The Director oversees a wide range of specialized programs involving instruction, compliance, program development, fiscal oversight, and grant management. The position requires deep knowledge of laws, policies, and regulations governing special and student services, as well as strong collaboration with principals and district leaders to ensure equitable and effective support for all students.

EDUCATION

- Master's degree in education
- Valid Oregon administrative license as required by the Teacher Standards and Practices Commission (TSPC)
- Completion of coursework satisfying the requirements of an Oregon Special Education endorsement preferred.

EXPERIENCE

- A minimum of three (3) years of recent successful experience in special education administration in public education.
- A minimum of three (3) years of recent successful experience supervising licensed and classified employees.

QUALIFICATIONS

Ability to:

- Demonstrate comprehensive knowledge of special education laws, including Section 504 of the Rehabilitation Act and related civil rights regulations
- Provide visionary leadership to guide teams, set goals, allocate resources, and ensure program efficiency
- Communicate consistently, clearly, and equitably with all departments and stakeholders
- Develop and manage budgets effectively, maintaining program quality and fiscal responsibility
- Analyze complex issues, make sound decisions, and implement practical solutions
- Work effectively under pressure, adapt to changing priorities, and manage multiple tasks
- Understand assessments (threat, suicide, risk) and evaluations (psychological, behavioral, academic)
- Maintain accurate records, budgets, and compliance documentation
- Model visionary leadership at a systems level
- Communicate effectively in both written and verbal forms
- Inspire continuous learning and professional growth in others
- Seek to learn and understand
- Organize and direct others in accomplishing education goals
- Work effectively as part of the district's leadership team

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Knowledge of:

- Individuals with Disabilities Education Act
- 504 Rehabilitation Act of 1973
- Laws, rules, policies, procedures and trends related to Special Education, Talented & Gifted (TAG), English Language Learners (ELL), McKinney-Vento Homeless Education, and Alternative Education
- Human development, learning theory, and evaluation practices
- Management team principles and effective communication techniques
- Student assessment and program evaluation
- Regular & special education curriculum
- Positive Behavior Support systems and strategies
- Regular & special education curriculum
- Drug/Alcohol prevention and intervention practices

PERFORMANCE RESPONSIBILITIES

- ☆ Plan, implement, and evaluate special education curriculum and instruction in collaboration with the Teaching & Learning Department
- ☆ Provide consultation and technical assistance regarding the evaluation, identification, and placement of students with disabilities
- ☆ Advise district and school staff on legal requirements and compliance procedures related to special education
- ☆ Lead and/or participate in School Board subcommittee work as assigned
 - Direct alternative education and home instruction programs.
 - Develop, revise, and maintain policies, procedures, and forms related to special education, ELL, and alternative education
- ☆ Oversee and provide program direction for student services in the district: Special Education, Neglected & Delinquent, Home Instruction, ELL, Alternative Education, Drug/Alcohol Prevention/Intervention, Positive Behavior Support and Talented & Gifted.
 - Conduct staff meetings and professional learning for various resource personnel providing student services in the schools.
- ☆ Supervise school psychologists and related evaluation processes
- ☆ Oversee the annual special education census and state reporting
 - Write and manage state and federal grants
- ☆ Direct extended school year services for eligible students
- ☆ Serve as district representative for IEP and placement meetings when needed
 - Coordinate services and supports for students with disabilities and their families to ensure access to the general curriculum and available resources
 - Collaborate with ESD and regional partners to provide appropriate services for students with low-incidence disabilities (e.g., vision, hearing, orthopedic impairments, early intervention, early childhood special education)
 - Stay current with trends, research, and case law through participation in professional organizations
- ☆ Prepares periodic reports to the State Department of Education
- ☆ Prepare and administer the Student Services budget
- ☆ Facilitate early intervention and early childhood special education services
- ☆ Conduct ongoing program evaluation and improvement activities
- ☆ Provide technical assistance for IEPs, assessments, and documentation
- Fulfills other duties as assigned by Superintendent and Assistant Superintendent

☆ Denotes essential job functions.

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PHYSICAL REQUIREMENTS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions, duties and responsibilities of the job.

Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, the employee is:

- Regularly required, in an 8-hour day, to sit for 3-8 hours; stand/walk/move around for 1-4 hours; drive 1-3 hours.
- Regularly required to talk and hear.
- Regularly required to use hands to finger, handle or feel objects, tools or controls.
- Lifting 20 pounds occasionally with occasional sitting and frequent standing / walking.
- Frequently required to stand or walk (occasionally on an uneven surface), reach with hands and arms, stoop and/or bend.
- Frequently required to travel within the district and occasionally travel outside the district.

While performing the duties of the position, the employee works with standard office and/or instructional equipment with moving mechanical parts.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment could be low to moderate, with occasional high noise levels. The employee's work is most frequently indoors but occasionally requires going outdoors in the weather to pass from building to building and drive from site to site.

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions, or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this (*or the position*) at any time as it deems advisable.

WORKPLACE EXPECTATIONS

- The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
- In every aspect of this position, employee must exercise honesty and ethical behavior, including but not limited to: in communication and relationships with staff, students and the public; use of time and district property as well as representation of absence from duty leave.
- The employee is dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting.

- The employee maintains the integrity of confidential information relating to student, family, colleague or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

EMPLOYEE STATEMENT

- I have reviewed the above position description and understand its contents.
- I am aware that my position description may be revised or updated at any time. When this happens, the district will provide me with the revised job description, and I will remain responsible for knowledge of its contents.
- I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) to fulfill any or all these essential functions, I will inform the district prior to beginning work in this position.

Employee Name (please print) _____

Signature _____ Date _____