

Director II, Linking Instructional Needs and Key Supports (LINKS) Team

Position Details

Job Code: U7101

Reference Code: A337

Division/Unit: Student Services

Classification: Licensed Administrator

Terms of Employment: [Step 43 of the Unified Administrative Salary Schedule, 12 Months](#)

FLSA STATUS: EXEMPT

Position Summary

This position is responsible for providing leadership to staff in the provision of services for students with autism and emotional, disabilities. This position provides oversight of services and oversees the facilitation and monitoring of the modifications and accommodations for students with disabilities. Responsibilities also include administering policies, regulations, and strategies related to federal, state, and districtwide mandates specifically related to Autism, Social/Emotional Teaching And Reinforcement (STAR), districtwide Crisis Prevention Institute (CPI), and the Alternative Routes to Licensure (ARL) programs. This position reports to the Executive Director/Director IV, Instructional Support and Programs, Student Services Division (SSD).

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Provide administrative support and assistance to school and Clark County School District administrators, as necessary, to ensure effective services for students with disabilities.
 2. Supervise the organization, implementation, and development of effective professional learning for staff responsible for the education of students with autism and emotional disabilities.
 3. Assist in the development, implementation, and evaluation of services designed to meet the needs of children with autism and emotional disabilities.
 4. Manage fiscal area of assigned responsibility.
 5. Assist in the coordination of services between various community agencies whose function it is to serve students with disabilities.
 6. Assist the Human Resources Division (HRD) in identifying and meeting the personnel needs for students with disabilities.
 7. Assist in seeking and applying for grants designed to further the implementation of an effective, efficient curriculum for students with disabilities.
 8. Assist all program staff in keeping abreast of all current issues in special education.
 9. Gather, analyze, and report data that will ensure that continued appropriate specialized instruction options are available to students with Autism and those in STAR classrooms.
 10. Provide administrative support and assistance to specialized program teachers and assistants.
 11. Serve as the SSD liaison between regions, schools, and community organizations for Autism, STAR, CPI, and ARL.
 12. Perform other duties related to the position, as assigned.
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Position Expectations

1. Demonstrated thorough working knowledge of federal, state, and local mandates.
2. Knowledge of IDEA (P.L. 101-476), Section 504, P.L. 99-457, Nevada Administrative Code (NAC), and the Americans with Disabilities Act (ADA).
3. Understanding of and sensitivity to the needs of cultural and ethnic groups and individuals with disabilities.
4. Knowledge of Applied Behavior Analysis.
5. Knowledge of positive behavioral supports.
6. Understanding of Adverse Childhood Experiences (ACES), Trauma, and Trauma-informed practice as it relates to a school setting.
7. Understanding of Multi-tiered Systems of Support (MTSS).

8. Mental and physical stamina commensurate with the responsibilities of the position.
 9. Demonstration of a high level of self-confidence, initiative, self-direction, and problem-solving skills.
 10. Must possess strong interpersonal skills and the ability to effectively communicate with a wide range of individual and constituencies in a diverse community.
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Position Requirements

Education and Training

An earned master's degree in special education or related services from an accredited college or university.

Licenses and Certifications

Must possess or be able to acquire by time of appointment to the position, a Nevada school administrative endorsement, as appropriate.

Experience

1. Have previously demonstrated five (5) years of successful licensed teaching or special education related service experience in an accredited K-12 public or private school; and, be able to acquire, by time of appointment, appropriate Nevada school administrative endorsement; or, have previously demonstrated at least three (3) years of successful licensed teaching or providing special education related services in an accredited K-12 public or private school; and, currently hold a valid Nevada school administrative endorsement.
2. A minimum of two (2) years experience as a contracted administrator in an accredited K-12 public or private school providing educational and technical assistance or a minimum of two (2) years contracted administrative experience in a related position providing educational and technical assistance.
3. Successful completion of a writing sample at the time of interviews.

Preferred Qualifications

1. Direct experience with special education in a teaching environment.
2. Experience in research of special education services.
3. Experience in working with national level experts of special education.

When applying for an administrative position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 04/14/22
- Created: 11/13/18