

School Administrative Unit #33
Job Description

TITLE: ~~Districtwide Coordinator of Student Services~~ Dean of Student Support Services

REPORTS TO: Executive Director of Student Student Services

EVALUATION: Performance will be evaluated by the Executive Director of Student Support Services in collaboration with building principals

SUPERVISES: Special Education Teachers, Special Education Paraeducators in collaboration/partnership with Building Principals. Consultation and Support provided by the Executive Director. & ~~Contracted Services Providers at the school level under the direction of the Director of Student Services~~

GENERAL SUMMARY: The ~~Coordinator of Student Services~~ Dean of Student Support Services will assist the Executive Director of Student Support Services in the areas of building level administration, budget development, and the effective management of special education resources. The position is responsible for ensuring compliance with established special education policies, procedures, laws and/or regulations, understanding and disseminating information on the instructional needs of Raymond's School District's special education students, and the monitoring of data to make informed decisions. This position's primary responsibility is to support the administrative functions of the special education department.

QUALIFICATIONS :

- Minimum of 3 to 5 years experience as a special education administrator or administrator supervising student services - Preferred
- ~~and/or Special education teaching experience - Preferred teacher preferred.~~ Experience as a related service provider will be considered.
- Certified or certifiable by the New Hampshire State Department of Education as an Administrator and/or Special Education Administrator ~~special education teacher~~ is required.
- Master's Degree in Education or related field preferred.
- Thorough knowledge of Raymond School District and administration, policies and procedures, goals and priorities, assessment programs, and state and federal regulations, particularly IDEA (Individuals with Disabilities Education Act), Part A of ESEA (Elementary & Secondary Education).
- Extensive knowledge of current research of school improvement practices and methods for raising student achievement.
- Ability to work effectively with central office administrators, school-based administrators, teachers, instructional specialists, and support staff members to implement, monitor, and evaluate extended learning programs.
- Excellent planning, organizational, management, and oral and written communication skills.
- Ability to prepare reports, papers, and presentations that include effective data displays and analysis of progress. Outstanding teaching and leadership required, including assessing program needs, professional development, and program implementation.

ESSENTIAL JOB FUNCTIONS:

- Collaborates with others (e.g. **Executive** Director of Student **Support** Services, building level administrators, teachers, and paraprofessionals) for the purpose of implementing and maintaining special education services in accordance with the educational needs of special education students and regulatory requirements.
- Promotes cooperation and communication between parents and the school in the development and implementation of programs for disabled children.
- Serves as a resource for building level staff for all matters related to Special Education. ~~(Where appropriate, will need to maintain a consistent, rotating building-based schedule for multiple schools.)~~
- Conducts frequent regular meetings throughout the year where Special Education staff can provide input into Special Education decisions.
- Facilitates and participates in a variety of meetings with building level administrators, teachers, and paraprofessionals that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired changes.
- Acts as LEA (Local Education Administrator), and a special education resource to building level special education teams, **as needed**.
- Remains informed and disseminates information to building level administrators, teachers, and staff with regard to current research, trends, and best practices in Special Education.
- Monitors special education compliance and oversees special education data collection at their level.
- Assists the development and facilitation of special education staff meetings.
- Provides training opportunities in collaboration with other professionals to address the needs of Raymond School District students
- Works with the special education administrative team (**Executive** Director of ~~Student Services~~, and fellow **Deans**~~special education coordinators~~) to establish and administer training programs to school staff.
- ~~Assists special educators and out-of-district teams with the routine, clerical tasks that are required in Special Education. This involves assisting special educators with completing paperwork, scheduling meetings, and returning phone calls.~~
- Serves as a collegial collaborative resource to special educators, regular educators, building administrators, paraprofessionals, parents and related services staff with regard to instruction, case management, IEP writing, the IEP process, and special education programming.
- Provides assistance to special educators around writing effective IEP's, this involves writing effective present levels of performance, effective and measurable IEP goals, writing effective progress reports, etc.
- Assists the **Executive** Director of ~~Student Services~~ with budget development, budget decisions, and budget narrative with regard to special education teachers and paraprofessionals. These duties include staff assignments, case load reviews, and work load reviews for special education teachers and paraprofessionals.
- Assists the **Executive** Director of ~~Student Services~~ as an initial point of contact when appropriate regarding district policies, procedures, staffing, materials, equipment, space

requirements, etc., for the purpose of implementing special education programs/services and complying with local, state and federal regulations.

- Works collaboratively with the building level administrators and fellow special education coordinators with regard to students transitioning to the next level.
- Assists the **Executive** Director of Student Services in managing the implementation of the provision of services for the purpose of delivering FAPE (Free and Appropriate Public Education) to students with disabilities in conformance with legal, financial, time requirements, and district requirements. This is done through delegation, meetings, walkthroughs, and personal involvement.
- **Leads** ~~Assists administration~~ in the hiring of staff for special education positions in the District, as well as diagnostic and related services personnel, when appropriate.
- Works collaboratively with the **Executive** Director of Student Services and building Principal in all aspects related to special education planning, budget development, out-of-district assignments, and crisis intervention.
- Conducts performance observations and summative evaluations of staff **in collaboration with Building Principal.** ~~as assigned by Administration.~~
- ~~Makes suggestions to building principals and special education staff as to how to deal with crisis situations. May also need to get directly involved with situations that are challenging.~~
- Provides administrators with procedures dictated to us by the special education law as applied to educationally disabled students (discipline, handicapped access, etc.).
- Meets with parents and special education teams who are experiencing difficulties communicating in regard to an individual child's program.
- The **Dean** ~~Student Services Coordinator~~ is also called upon by the Superintendent or the **Executive** Director of Student Services, or the building Principal to either chair or act as a liaison to any of a number of district level committees
- May be required to case manage special education students. If needed, this will be assigned by the **Executive** Director ~~or Assistant Director of Student Services.~~
- Monitors all processes of identifying educationally disabled students specific to NHSEIS (New Hampshire Special Education Information System) and the special education process.
- Assists the **Executive** Director of Student Services in developing and facilitating appropriate professional development opportunities for special education staff.
- Assists with other job related responsibilities as assigned by the **Executive** Director of ~~Student Services.~~
- Performs other related duties as required by the **Executive** Director of ~~Student Services.~~

PHYSICAL ACTIVITY REQUIREMENTS

Lift up to 10 lb.	N	R	<u>O</u>	F	C
Lift 11 to 25 lb.	N	R	<u>O</u>	F	C
Lift 26 to 50 lb.	N	<u>R</u>	O	F	C
Lift over 50 lb.	<u>N</u>	R	O	F	C
Carry up to 10 lb.	N	R	<u>O</u>	F	C
Carry 11 to 25 lb.	N	R	<u>O</u>	F	C
Carry 26 to 50 lb.	N	<u>R</u>	O	F	C
Carry over 50 lb.	<u>N</u>	R	O	F	C

Twisting	N	R	<u>O</u>	F	C
Bending	N	R	<u>O</u>	F	C
Crawling	<u>N</u>	R	O	F	C
Squatting	N	R	<u>O</u>	F	C
Kneeling	N	R	<u>O</u>	F	C
Crouching	N	R	<u>O</u>	F	C
Climbing	N	<u>R</u>	<u>O</u>	F	C
Balancing	N	<u>R</u>	O	F	C

Work Surface(s)

Reach above shoulder height	N	R	<u>O</u>	F	C
Reach at shoulder height	N	R	<u>O</u>	F	C
Reach below shoulder height	N	R	<u>O</u>	F	C
Push/Pull	N	R	<u>O</u>	F	C

KEY	
N	= not required
R	= rarely
O	= occasionally
F	= frequently
C	= constantly

Hand Manipulation

Grasping	N	R	O	<u>F</u>	C
Handling	N	R	O	<u>F</u>	C
Torquing	N	R	<u>O</u>	F	C
Fingering	N	R	O	<u>F</u>	C

Controls and Equipment:

Computer, calculator, telephone, copier, scanner, fax, postage meter, smartboard

During an 8 hour day, employee is required to:

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
Sit	<u>1</u>	2	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8
Stand	<u>1</u>	2	3	4	5	6	7	8	1	2	<u>3</u>	4	5	6	7	8
Walk	<u>1</u>	2	3	4	5	6	7	8	<u>1</u>	2	3	4	5	6	7	8

Cognitive And Sensory Requirements:

- Talking: Necessary for communicating with others
- Hearing: Necessary for receiving instructions and queries
- Sight: Necessary for doing job effectively and correctly
- Tasting & Smelling: Not required

Employer Expectation for the amount of lapsed time required by a typical worker to learn the skills of this job description (Specific Vocational Preparation Requirement)

- 1. Short demonstration only.
- 2. Any beyond short demonstration up to and including 30 days.
- 3. 30-90 days.
- 4. 91-180 days.
- 5. 181 days to 1 year.
- 6. 1 to 2 years.
- 7. 2 to 4 years.
- 8. 4-10 years.
- 9. Over 10 years.

Summary Of Occupational Exposures: Office environment. May be exposed to cleaning fluids and copier toner. Limited exposure outside. Occasional physical contact with children including physical contact needed to restrain children. Possible exposure to bodily fluids.

Other Items to consider

Environment: Inside: 95% Outside: 5%

Work Surfaces/Equipment: carpet and tile floors, chair and standard desk; phone, computer, copier, fax, and any other equipment deemed necessary

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

***External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

Classification: Exempt- Full-time, 220 days per school year

Adopted: March 17, 2021

Revised:

Revised:

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