

**School Administrative Unit #33**  
**Job Description**

**TITLE:** ~~Executive Director of Student Support Services~~ Director of Student Services

**REPORTS TO:** Superintendent of Schools ~~and/or his/her designee~~

**EVALUATION:** Superintendent will evaluate in accordance with School Board policy.

**SUPERVISES:** ~~Dean of Student Support Services; Director of Health and Wellness; Districtwide Related Service Providers (Directly); Works in Collaboration to support the Deans, Director of Health and Wellness, and the Building Principals to supervise building-based staff. Special Education Coordinators~~; oversees ~~district-wide special education personnel~~

**GENERAL SUMMARY:** The ~~Executive Director~~ ~~Special Education Director~~ provides leadership to the district's entire special education ~~and Title 1~~ programs, ~~Services as the Title IX Coordinator,~~ ~~Coordinates services for homeless students~~ and provides guidance in relation to Section 504 procedures.

**QUALIFICATIONS (SKILLS/EXPERIENCE/TRAINING REQUIRED):**

- Master's Degree
- New Hampshire DOE Certification in Special Education Administration - **Required**
- **New Hampshire DOE Certification in Curriculum Administration - Preferred**
- Five years of experience in the field of Special Education
- Administrative experience strongly preferred
- Other qualifications as deemed necessary by the Superintendent of Schools

**ESSENTIAL JOB FUNCTIONS:**

1. Administer Special Education programs
  - a. Establish policies and procedures
  - b. Work in cooperation with the superintendent, the school board, and the building principals to provide a continuum of placements in order to meet both FAPE and LRE requirements
  - c. Develop and administer the department's budget
  - d. Write and administer grants for the department
  - e. Work with the district's lawyer to prevent procedural problems from developing and to resolve situations in which mediation and/or due process are involved
  - f. Meet on a regular basis with special services facilitators to solve problems, to ensure consistency of practices, and to develop district-wide in-service training related to special education
  - g. Meet on a regular basis with the superintendent and building principals to provide consistent leadership to the district.
2. Coordinate curriculum and instruction
  - a. Oversee the special education programs and curriculum within the district to ensure that they are in line with identified best practices

- b. Investigate methods to improve the quality of instruction within the department
  - c. Ensure that special education staff has the training and materials needed to deliver appropriate instruction
3. Supervise instruction; evaluate effectiveness of programs
    - a. Design and implement opportunities for staff development
      - i. Provide in-service training within the district
      - ii. Advise staff of in-service training opportunities outside of the district
    - b. Supervise special education in Raymond to include program development, teaching methodology and student assessment
  4. Attend meetings on students
    - a. Attend manifestation meetings as needed
    - b. Attend (or assign someone else to attend in an emergency) all court appointments related to special education students.
  5. Work toward full compliance with policies, regulations and laws at all times.
  6. Supervise the establishment of a central record keeping system for special education statistical reports required by the District and the State of New Hampshire
  7. Work cooperatively with each building principal in the preparation of special education statistical reports required by the District and the State of New Hampshire
  8. Recruit special education personnel
  9. Coordinate special education services with the regular educational programs in each school
  10. Coordinate the establishment of parent groups for special education
  11. Serve as special education contact person for the Raymond School District and the State of New Hampshire
  12. Assist in the development and coordination of the sections of the budget that pertain to special services
  13. Monitor and project ~~Special Education~~ **Student Support Services** expenditures monthly
  14. Responsible for all federal and private grants that are relative to special needs students
  15. Arrange transportation for all out-of district and in-district special needs children in Raymond
  16. Responsible for Medicaid compliance
  17. Responsible for the development and implementation of appropriate extended school year programs
  18. Acts as the Title IX Coordinator
  19. Spearhead collaborative analysis of assessment data to guide improvements in the instructional program
  20. Coordinate and oversee the teacher induction/mentoring program(New Teacher Orientation)
  21. Write and administer Title I, II, IV grants
  22. Coordinate and oversee all aspects of the Title I program
  23. Responsible for the research, writing and coordinating of competitive grants
  24. Coordinate District assessment program
  25. Collaboratively plan and coordinate professional development activities aligned with District needs and priorities with the Superintendent and Building Principals

**OTHER DUTIES AND RESPONSIBILITIES:**

- Other duties as assigned by the Superintendent

**PHYSICAL ACTIVITY REQUIREMENTS**

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

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

**Work Surface(s)**

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

<b>KEY</b>
N = not required
R = rarely
O = occasionally
F = frequently
C = constantly

**Hand Manipulation**

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

**Controls and Equipment:**

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

**During an 8 hour day, employee is required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
<b>Sit</b>	1	<u>2</u>	3	4	5	6	7	8	1	2	3	4	5	<u>6</u>	7	8
<b>Stand</b>	<u>1</u>	2	3	4	5	6	7	8	<u>1</u>	2	3	4	5	6	7	8
<b>Walk</b>	<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:** May be exposed to cleaning fluids and copier toner

**Other Items to consider**

Environment: Inside:95% Outside: 5%

Work Surfaces: carpet and tile floors, chair and standard desk

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, 260+ days~~, Full-time, Year-round, Exempt, Salary Determined by School Board

Adopted: October 27, 1983

Reviewed: July 21, 1988

Revised: August 16, 2001

Reviewed: December 5, 2002

Revised: July 21, 2014

Revised: March 21, 2018

Proposed Revision: April 20, 2022