

Director of Special Education

Qualifications:

~~Appropriate New Hampshire Certification, Masters Degree in appropriate or related field and other qualifications as deemed necessary by the Superintendent of Schools~~

Reports to:

Superintendent of Schools and/or his/her designee

Evaluation: The Superintendent will evaluate the Director of Special Education in accordance with School Board Policy

Supervises:

~~District wide special education personnel~~ **Special Education Coordinators;**
oversees district-wide special education personnel.

Job Goal **General Summary:**

The Special Education Director provides leadership to the district's entire special education program. **Coordinates services for homeless students and provides guidance in relation to Section 504 procedures.**

Qualifications (Skills/Experience/Training Required):

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

Performance Responsibilities:

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 ~~Staff~~ **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 ~~all~~ 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 NHSEIS compliance at all times.~~ **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. Assists in the development and coordination of the sections of the budget that pertain to special services
 13. **Monitor and project Special Education expenditures monthly.**
 - ~~13.~~ 14. Responsible for all federal and private grants that are relative to special needs students

- 14. ~~15.~~ Arranges transportation for all out-of district and in-district special needs children in Raymond
- 15. ~~16.~~ Responsible for Medicaid compliance
- 16. ~~17.~~ Responsible for ESY programs **Responsible for the development and implementation of appropriate extended school year programs.**
- 17. Other duties as assigned by the Superintendent

Contract Year: 260

OTHER DUTIES AND RESPONSIBILITIES

- Other duties as assigned by the Superintendent

EVALUATION: The Superintendent will evaluate the Director of Special Education in accordance with School Board Policy (moved to top)

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical

Requirements:

- | | |
|---|----------------------------------|
| 1. Lift up to 10 lbs.: | Occasionally required |
| 2. Lift 11 to 25 lbs.: | Occasionally required |
| 3. Lift 25 to 50 lbs.: | Rarely required |
| 4. Lift over 50 lbs.: | Rarely required |
| 5. Carry up to 10 lbs: | Occasionally required |
| 6. Carry 11 to 25 lbs: | Occasionally required |
| 7. Carry 26 to 50 lbs: | Occasionally required |
| 8. Carry over 50 lbs: | Not required |
| 9. Reach above shoulder height: | Occasionally required |
| 10. Reach at shoulder height: | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull: | Not required |

Hand Manipulation:

- | | |
|-------------------------|--------------------------------|
| 1. Grasping: | Frequently required |
| 2. Handling: | Frequently required |
| 3. Torquing: | Not required |
| 4. Fingering | Frequently required |

5. Controls and Equipment:

Computer, telephone, copy machine,
fax

Other Physical Consideration:

- 1. Twisting: Occasionally required
- 2. Bending: Occasionally required
- 3. Crawling: Occasionally required
- 4. Squatting: Occasionally required
- 5. Kneeling: Occasionally required
- 6. Crouching: Occasionally required
- 7. Climbing: Occasionally required
- 8. Balancing: Occasionally required

Work Surface (s):

Standard desk and chair. Carpeted and tile floors.

During the Work Day, Employee is Required to:

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

Cognitive and Sensory Requirement(s):

- 1. Talking: Necessary for communicating with others.
- 2. Hearing: Necessary for receiving instructions and queries.
- 3. Sight: Necessary for doing job effectively and correctly.
- 4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

- 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 to 10 years X
- 9. Over 10 years —

Other Training, Skills and Experience Requirements:

Ability to work with staff, students, and parents.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

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

Lift up to 10 lb.	N	R	<u>O</u>	F	C	Twisting	N	R	<u>O</u>	F	C
Lift 11 to 25 lb.	N	R	<u>O</u>	F	C	Bending	N	R	<u>O</u>	F	C
Lift 26 to 50 lb.	N	<u>R</u>	O	F	C	Crawling	<u>N</u>	R	O	F	C
Lift over 50 lb.	<u>N</u>	R	O	F	C	Squatting	N	R	<u>O</u>	F	C
Carry up to 10 lb.	N	R	<u>O</u>	F	C	Kneeling	N	R	<u>O</u>	F	C
Carry 11 to 25 lb.	N	R	<u>O</u>	F	C	Crouching	N	R	<u>O</u>	F	C
Carry 26 to 50 lb.	N	<u>R</u>	O	F	C	Climbing	N	<u>R</u>	<u>O</u>	F	C
Carry over 50 lb.	<u>N</u>	R	O	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

During an 8 hour day, employee is required to:

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

Adopted: October 27, 1983
Reviewed: July 21, 1988
Revised: August 16, 2001
Reviewed: December 5, 2002
Revised: July 21, 2014
Proposed Revision: March 21, 2018