

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: DIRECTOR OF SPECIAL SERVICES

GENERAL DESCRIPTION: The Director of Special Services shall serve as the district educational leader, be responsible for district management and leadership, and meet the statutory requirements, state administrative rules, and school district policy for special student services throughout the school district. Special student populations include, but are not limited to educational disability, 504, ESOL, homeless, and at risk students preschool through high school.

QUALIFICATIONS:

1. Advanced degree in Educational Administration or Related Field
2. Skills, competencies, and knowledge outlined in NH Administrative Rules Ed 506.07
3. Special services administrative experience or progressively responsible experience in related special education area(s)
4. NH certification or eligibility for certification
5. Experience and other qualifications as specified by the Superintendent

CLASSIFICATION: This position is designated as a certified administrative position and is part of the district management leadership team.

REPORTS TO: Superintendent, evaluation in accordance with School Board Policy

SUPERVISES: District administrative assistant, psychologist, ESOL, and at-risk intervention staff, and school special education building coordinators and therapists

PERFORMANCE RESPONSIBILITIES:

DISTRICT MANAGEMENT

1. Oversee district special student services and programs for optimal learning, safety, and security.
2. Manage special services using a clearly defined organizational framework and governance structure employing school and district team effort to accomplish school and district goals.
3. Manage district special services using strong educational leadership including a clearly defined decision-making process and effective management style of team building, consensus building, group decision making, delegation, and accountability.
4. Establish a procedure for studying and acting on complaints, criticisms, and concerns of students, parents, staff, and community in the areas of special services.
5. Work jointly with the School Principals in recruitment, recommendation, mentoring, coaching, supervision, and evaluation of special services personnel.
6. Work jointly with the Elementary School Principal in supporting the district's preschool program.
7. Advise on collective bargaining and other personnel issues, policies, and practices.
8. Provide technical and conflict resolution assistance to school special services teams to promote collective commitment to all students.
9. Plan, develop, and monitor budget for special student services and programs over the short and long term.

10. Procure reimbursement from any state or federal sources for Medicaid covered services, court ordered education placements, etc.
11. Write, manage, and evaluate grant funded programs in compliance with funding guidelines.
12. Allocate resources and obtain supplemental funding to support special services and programs.
13. Develop and implement financial forecasting and accountability systems for the use of district funds.
14. Establish and maintain an effective inventory system for all supplies, books, materials, and equipment for special services.
15. Maintain special services student records management using technology and meeting confidentiality and documentation requirements per federal, state, and district rules and regulations.
16. Oversee coordination of school, district, and state accountability and testing program for special services students.
17. Participate in the process for student placement out of district.
18. Coordinate and case manage all out-of-district placements including visitations, meetings, and parent contact.
19. Document district special services information for students, parents, and school staff.
20. Bid, procure, direct, and coordinate all specialized transportation needs.
21. Implement federal, state, local, and district laws and regulations specifically in the area of student special needs.

DISTRICT LEADERSHIP

1. Model professional values, beliefs, and commitment to student learning and personal growth.
2. Maintain a balance of professional development by reading, attending conferences, participating in district trainings, working on professional committees, visiting other districts, and meeting with professional educators.
3. Facilitate communication and interaction with special services staff to give and receive information, encourage, and recognize accomplishments.
4. Work with the School Principals in developing and conducting needs-based professional development program to improve learning for all students.
5. Oversee certification and professional development process for paraprofessionals, supervised staff, and other assigned support staff.
6. Use best practices in staff supervision and evaluation to promote high standards of performance for all staff members.
7. Facilitate and promote the development of leadership capacity throughout the district to capitalize on the abilities and talents of special services staff.
8. Work with School Principals to provide special services staff with time and resources to meet personal and district goals.
9. Assist with the development and implementation of a developmentally appropriate, standards-based curriculum, instruction, and assessment program to foster success for all students.
10. Assist with the development and use of student instructional and behavioral intervention strategies and technology to improve student learning for all students.
11. Ensure school and district compliance with development and implementation of individual education plans in the least restrictive environment.
12. Ensure school and district compliance with student access to extracurricular programs.
13. Advocate for and implement school environment that are accessible to special populations.
14. Ensure school and district compliance with federal, state, and district rules governing student discipline as it applies to students with disabilities.

15. Work with School Principals on the planning and facilitation of support services to enhance student academic, social, emotional, and physical growth for all students.
16. Assist with the development and implementation of school and district systems that effectively use evaluation, information, data collection, and data analysis to improve learning for all students.
17. Assist with the reporting and using of assessment results to inform the school community, develop school and district action plans, and modify school programs.
18. Act as liaison to the NH Department of Education, prepare all state and district reports, and oversee the audit process for special services and programs.
19. Coordinate the district child find program.
20. Coordinate district process with the court system and serve as a legal resource in the area of special services.

VISIONARY LEADERSHIP

1. Facilitate processes and activities that create a shared district mission.
2. Facilitate school and district change using effective leadership, district-wide innovation, and systems thinking taking into consideration the needs of the special services student, school staff, and community.
3. Focus students, parents, families, and school staff on goal-based educational planning, implementation, and evaluation for special students.
4. Promote and use training, crisis intervention, conflict resolution, and family support and involvement to meet student learning plans.
5. Facilitate communication using an effective communication plan sharing the needs and successes of special services and programs, and addressing community perceptions and expectations.
6. Communicate with students, parents, and families in an appropriate and sensitive manner to achieve success for each special services student.
7. Communicate effectively with school, town, state-service and social-service agencies, colleges, businesses, and various constituencies to support special services and programs and influence policy on local, state, and federal levels.
8. Acknowledge the contributions of students, parents, school staff, and community in supporting students with special needs.
9. Promote a culture in which the responsibilities and contributions of students, parents, school staff, and community are valued.

EQUITY/RESPONSIBILITY

1. Advocate for all school children.
2. Ensure that students receive equal educational opportunities in an appropriate environment.
3. Serve as the district's Title IX and Section 504 coordinator.
4. Serve as a resource for school 504 and homeless coordinators ensuring compliance with laws.
5. Interact with all individuals with consistency, fairness, dignity, and respect.
6. Foster a safe school climate addressing the diverse needs of students and staff.
7. Explain and defend district position and/or action in face of pressure and partisan influence before small and large groups.
8. Manage and lead with ethical principles, open discussion, and fairness.
9. Accept and share failure as well as success to encourage innovation and risk taking.
10. Admit error, reflect, and constructively react to disappointment and failure.

SCHOOL DISTRICT

1. File monthly report with Superintendent and School Board.
2. Prepare an annual report as part of the Annual School District Report.
3. Attend School Board meetings as necessary.
4. Attend district leadership meetings.
5. Assume a leadership role in the activities of both school and district committees and task forces.
6. Work closely with the School Principals to meet the needs of special education, homeless, 504, ESOL, at risk, and other special student populations.
7. Communicate with the Business Administrator regularly about tuition and foster students receiving special services and other special services operations impacting the district finances.
8. Communicate with the Superintendent regularly about the needs, successes, and general operation of special services and programs.
9. Participate in special projects as assigned by Superintendent.
10. Perform any other tasks or assumes such other responsibilities as the Superintendent may assign.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms, climb steps, stoop, kneel, or crouch. The employee is occasionally required to supervise students requiring the employee to match walking speed that matches the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The employee may be exposed to hazardous materials, chemicals, and fuels on a limited basis. The noise level is that of a typical school office setting.

TERMS OF EMPLOYMENT:

1. 260 Days position
2. 8 Hours day, extended hours may be frequently required
3. Clear criminal background check
4. Verification of health to perform job
5. Valid NH certification as special education administrator
6. Valid driver's license
7. Administrative contract with salary and benefits defined by policy

The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.