

SCHOOL ADMINISTRATIVE UNIT # 2

JOB DESCRIPTION

Title: Director of Student Services	Date Revised: January 10, 2023
Classification: Administrator	Terms of Employment: Full-time, Year-round
Reports To: Superintendent of Schools	Supervises: See Below

JOB OBJECTIVE:

The Director of Student Services shall serve as the SAU/District educational leader, be responsible for SAU/District management and leadership, and meet the statutory requirements, state administrative rules, and school district policies for special student services throughout the school districts served by the SAU. 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. Student services administrative experience or progressively responsible experience in related special education area(s).
4. NH certification or eligibility for certification as a Special Education Administrator.
5. Experience and other qualifications as specified by the Superintendent.

SUPERVISES:

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

ESSENTIAL JOB FUNCTIONS*:

District Management (*District refers to both Ashland and Inter-Lakes School Districts, unless otherwise noted*):

1. Oversee district special student services and programs for optimal learning, safety, and security.
2. Manage student 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 student 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 student services.
5. Work jointly with the School Principals in recruitment, recommendation, mentoring, coaching, supervision, and evaluation of student services personnel.
6. Work jointly with the School Principal at Inter-Lakes Elementary School 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 student services teams to promote collective commitment to all students.
9. Plan, develop, and monitor budget for 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 student 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 student services.
15. Maintain student 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 student 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 student services information for students, parents, and school staff.
20. 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 student services staff to give and receive information, encourage, and recognize accomplishments.
4. Work with the School Principals and other District Leadership in developing and conducting needs-based professional development programs 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 student services staff.
8. Work with School Principals to provide student services staff with time and resources to meet personal and district goals.
9. Assist with the development and implementation of a developmentally appropriate, competency 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 and District Leadership 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 student 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 student 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 student

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 student 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 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. Manage and lead with ethical principles, open discussion, and fairness.
8. Accept and share failure as well as success to encourage innovation and risk taking.
9. Admit error, reflect, and constructively react to disappointment and failure.

School District:

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

WORKING CONDITIONS:

In a normal work day, the employee may be required to combine standing, walking and sitting; continuously sit at the desk, keyboard, etc. for several hours, lift/carry up to fifteen (15) pounds infrequently, bend frequently; squat, kneel, climb/balance, reach above shoulder level and lift from high/low positions occasionally. Employee is regularly required to handle stressful situations and resolve conflicts. Some travel required.

OTHER:

Please note this job description is not designated to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and actives may change at any time with or without notice.

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name (Print)

Date

Employee Signature

*** SAU #2 is an Equal Opportunity Employer. Position is subject to SAU #2 policy, rules, and regulations. 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.**