



POSITION DESCRIPTION

**PITTSFIELD, NH SCHOOL DISTRICT
DIRECTOR OF STUDENT SERVICES POSITION DESCRIPTION**

A. POSITION TITLE: Director of Student Services	B. TYPE POSITION: Full time	C. DATE CREATED/UPDATED: 10.3.19
D. PURPOSE: The purpose of the Director of Student Services is to oversee and support the specially designed education programs, instruction, and interventions that provide Pittsfield students with disabilities access to the same educational programs and/or activities that are available to their nondisabled peers.		
E. PRIMARY TASKS, DUTIES, AND RESPONSIBILITIES <ul style="list-style-type: none"> ● Maintain the district's compliance with federal and state special education indicators ● Employ and operationalize for own staff, the district values, vision, mission, and guiding principles ● Ensure that the special education faculty and staff are fully qualified and performing at a high level ● Maintain the district's compliance with Section 504 of the Rehabilitation Act of 1973. ● Maintain the district's compliance with federal and state regulations regarding the Education of Students of Other Languages. ● Facilitate academic achievement by insuring students are provided with consistent high expectations, learning opportunities, targeted programs/services, and instructional practices designed to maximize their academic achievement that is aligned with district standards. ● Ensure the approach employed to enhance academic, social, behavioral, and emotional growth is tailored to the individual needs of each and every student with special needs ● Ensure IEP and special education services are integrated to facilitate access, participation, and progress into the general education curriculum ● Create an environment designed to promote a high level of student engagement that facilitates students taking responsibility for their learning – academic, social, and emotional ● Create and support communication designed to be focused, timely, and consistent among all stakeholders, particularly with parents/families to facilitate a complete understanding and participation in each student's IEP, transitions, and learning experience ● Provide sufficient collaboration time for all partners engaged in creating successful learning experiences for students to ensure service delivery is timely, consistent, and effective ● Foster the development of strong partnerships among all key stakeholders to facilitate service delivery and attain significant academic, social, and emotional growth for each and every student with special needs 		
F. SUPERVISOR: Superintendent of Schools	G. DIRECT REPORTS: <ul style="list-style-type: none"> ● Contracted Service Providers ● Education & Behavior Specialist ● ESOL Teacher ● Occupational Therapist ● Out of District Coordinator 	H. ANNUAL SUMMATIVE PERFORMANCE EVALUATION TIMEFRAME: By June 30 th of each year



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		<ul style="list-style-type: none"> • Paraprofessionals, Special Ed. • School Psychologist • Special Education Administrative Assistant • Special Education Teachers • Speech/Language Paraprofessionals • Speech/Language Therapist 									
I. LEVEL OF SUPERVISION REQUIRED:		Low								High	
J. MINIMUM QUALIFICATIONS: Bachelor's Degree Master's Degree Special Education Administrator Certificate		K. PHYSICAL REQUIREMENTS: N/A					L. UNIQUE REQUIREMENTS: Advanced leadership and motivating/influencing skills; advanced communication, collaboration, and problem solving skills				
M. KNOWLEDGE, SKILLS, AND TALENTS (KST) REQUIRED											
<ul style="list-style-type: none"> • Those KSTs considered core and required of all district staff are noted in BOLD and UPPERCASE and should be strong considerations when hiring new staff at all levels and in all types of positions. • Those KSTs considered "Basic" and critical for position success are noted in BOLD and lowercase. • Those KSTs remaining are considered "Advanced" and are highly supportive for position success. • Letters and numbers in parens refer to the rubric descriptions in the CSSR KST Competency Library 											

1. Student Learning and Growth					2. Leadership and Supervision				
<ul style="list-style-type: none"> • Assessment (A.1) • GROWTH MINDSET (A.5) • STUDENT FOCUSED / CENTERED (A.9) 					<ul style="list-style-type: none"> • Collective/Distributive Leadership (B.3) • Delegation (B.7) • Instructional Leadership (B.12) • Leadership (B.14) • Motivating / Influencing (B.16) • Political Savvy (B.19) • Strategic Relationship Building (B.23) • Team Building (B.25) 				
3. Interpersonal Skills					4. Management and Administration				
<ul style="list-style-type: none"> • ACCURATE EMPATHY (C.1) • Advising (C.3) • Coaching (C.4) • COLLABORATION (C.5) • COMMUNICATION (C.6) 					<ul style="list-style-type: none"> • Performance Evaluation (D.8) • Program Evaluation (D.10) • Talent Management (D.13) • Technical Expertise (D.14) • Technology Savvy (D.15) 				

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<ul style="list-style-type: none"> ● CULTURAL SENSITIVITY (C.9) ● DIPLOMACY / TACT (C.10) ● Listening (C.2) ● Relationship Building (C.13) 	
5. Thinking and Judgment	6. Personal Characteristics
<ul style="list-style-type: none"> ● DATA-BASED DECISION MAKING (E.4) ● GOOD JUDGEMENT (E.7) ● LEARNS FROM EXPERIENCE (E.8) ● Problem Solving (E.14) ● Systems Orientation (E.17) 	<ul style="list-style-type: none"> ● Adaptability (F.1) ● CONCERN FOR ACCURACY (F.3) ● Courage (F.4) ● DESIRE FOR SELF-IMPROVEMENT (F.6) ● HIGH STANDARDS (F.7) ● INTEGRITY (F.11) ● POSITIVE ATTITUDE / EXPECTATIONS (F.12) ● Professionalism (F.13) ● Results Driven (F.16) ● SENSE OF ACCOUNTABILITY (F.18) ● SERVICE ORIENTATION (F.20) ● STRONG WORK ETHIC (F.22) ● TEAM PLAYER (F.23)
N. SECONDARY TASKS, DUTIES, & RESPONSIBILITIES	
<ul style="list-style-type: none"> ● Budget Preparation-Special Education (D.2) ● Child Find ● Continuous Improvement (D.9), (D.10) ● Financial Management (D.6) ● Follow State Law ● Grant Development/Management-Special Education ● Hiring (C.14) ● Innovation (F.10) ● Legal ● Medicaid ● Multiple Pathways ● Organization for School Board ● Paraprofessional Training and Support (A.7) ● Performance Management (L.24) ● Planning and Organizing (E.12) ● PreK Program ● Professional Development ● Progression of Support ● Promoting Student Agency (A.8) ● Quality Assurance (E.15) ● Resource Allocation ● Scheduling-Master (D.12) 	



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<ul style="list-style-type: none"> • Transition Management-Special Education 	
<p>O. TERTIARY TASKS, DUTIES, & RESPONSIBILITIES</p>	
<ul style="list-style-type: none"> • Behavior Management (A.2) • Community Building (B.4) • Responsibility for Learning • Technology 	
<p>P. PRIMARY CONTACTS</p>	
<p>INTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • Building Leadership Team • Contracted Services • Counselors • Consultants • Dean of Instruction • Dean of Operations • Director of College and Career Readiness • Director of Interventions & Title 1 Manager • District Leadership Team • Education & Behavior Specialist • Out of District Coordinator • Paraprofessionals • School Board • School Nurse • School Psychologist • School Office Staff • Secretary/Admin Assistant • Special Education Teachers • Superintendent of Schools • Teachers 	<p>EXTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • Attorneys • New Hampshire Department of Education • Outside Agencies, such as state services and service providers • Parents / Guardians • Transportation
<p>Q. SECONDARY CONTACTS</p>	
<p>INTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • IT Manager • Students • Unified Art Teachers 	<p>EXTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • Consultants
<p>R. TERTIARY CONTACTS</p>	
<p>INTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • PES Leadership Team • PMHS Leadership Team 	<p>EXTERNAL TO DISTRICT</p> <ul style="list-style-type: none"> • N/A

POSITION DESCRIPTION

S. AUTHORITY/FINAL WORD (decisions that can be made without approvals)

- Individual Education Program documents
- Professional Development Approval
- Teacher Evaluation

T. SUCCESS MEASURES

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| <ul style="list-style-type: none"> • Compliance with Federal and State Indicators • Identified students demonstrate measurable progress aligned with their IEP goals and objectives • Minimal/none due process cases | <ul style="list-style-type: none"> • Evaluations of personnel are completed and reviewed within the district guidelines and timeline • Professional development is provided in a timely manner for personnel with identified skill gaps • Accurate and timely budget • Special education program is implemented within the budget framework |
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U. SUB-ROLE PRIORITIES

- Sub-role priorities: H = High, M = Moderate, L = Low, and X = Not Required
- Sub-roles indicators can be found in Resource Booklet

Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Student Learning & Growth Related		Leadership & Supervision Related		Interpersonal Skills Related	
Advisor/Consultant/Expert	H	Behavior Manager	MRTTT TERD	Advocate	H
Coach	H	Evaluator	H	Community Builder	M
Designer	M	Instructional Leader	H	Counselor	X
Instructor	M	Leader	H	Facilitator	H
		Motivator	H	Friend	X
				Mediator	H
				Mentor	L
				Parent	X
Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Management & Administration Related		Thinking & Judgment Related		Personal Characteristics Related	
Black Hat	X	Negotiator	H	Champion	M
Compliance Monitor/Driver	H	Troubleshooter/Problem Solver	H	Extra Hands	X
Firefighter/Crisis Manager	H			Innovator	M



POSITION DESCRIPTION

Manager	H		Politician	M
Professional Developer	H			
Quality Assurance Driver	H			

V. EEO STATEMENT

The Pittsfield School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to age, sex, race, creed, color, marital status, physical and mental disability, or national origin. In addition to federal law requirements, the Pittsfield School District complies with applicable state and local laws governing nondiscrimination in employment in every location in which it has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training.

W. SIGNATURES:

This job description has been approved by all levels of management:

Supervising Administrator: _____ Date: _____

Superintendent: _____ Date: _____

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

Employee: _____ Date: _____