

Director of Student Support Job Description

Overview

The Director of Student Support Services is responsible for creating the infrastructure, systems and processes for the Special Education and English Language Learning (ELL) programs at The Social Justice School. The Director of Student Support Services provides coaching, support and oversight to the student support team at SJS. More specifically, the Director will coach a team of Inclusion Teachers, ELL Teachers and contracted related service providers. This team works closely with the entire faculty to build expertise in instructing students with disabilities, students who are learning English, and students with learning differences.

Additionally, this team works directly with scholars' families in order to provide them with information about the school's support services, community resources and their scholar's progress. In addition to the expectations described below, there may be further responsibilities the Director undertakes or is assigned, as the needs of students or of the school arise. The Director of Student Support Services is a member of the instructional leadership team and reports to the Principal.

Qualifications

- Bachelor's Degree required, Advanced Degree preferred**
- 3+ years of special education program administration
- 5+ years of experience in project management and/or special education instruction
- An unquestioned commitment to Social Justice School's mission and values
- A designer's mindset -- the willingness to innovate with discipline
- An equity-centered mindset and an advocate for social justice issues
- Deep understanding of federal and state PK-12 special education and ELL laws and regulations
- Experience coaching teachers using the Common Core State Standards, with particular attention to differentiating for a variety of learners
- Advanced experience developing compliance systems and reporting processes
- Advanced skills in SLED, EasyIEP and other Student Information Systems

Responsibilities include, but are not limited to:

- Overseeing the successful implementation of the Inclusion Program as well as promoting an environment of differentiated instruction
- Implements the overall vision of the special education program
- Develops the appropriate infrastructures, systems and processes for implementation of the Individualized Education Program (IEP) with fidelity, ensuring that compliance standards including instructional programs are designed to maximize student performance
- Provides strong leadership in the implementation of the day to day operations of the special education and ELL programs

- ❑ Assists with the development, roll-out publication, and use of new instructional procedures and/or techniques designed to enhance special education and ELL department's programmatic goals
- ❑ Collaborates with school leadership to conduct co-observations and instructional rounds to support academic and behavioral program improvements
- ❑ Evaluates the special education program, curriculum, procedures, and individual students' needs and achievements on an ongoing basis
- ❑ Identifies students with possible exceptionalities through regular student data reviews and teacher check-ins, the Academic and Social Student Support Team (AS3) process, and screenings
- ❑ Ensures that IEPs are well-developed and appropriate for students with disabilities:
 - o Oversees the drafting of IEP goals, accommodations/modifications, and service-hours by service-providers, inclusion teachers, and general education teachers so that they both match recommendations from the eligibility meeting and reflect the SJS IEP standards
 - o Oversees completion of paperwork during IEP meetings with meticulous attention to detail
 - o Ensures IEP folders are created for each student according to the SJS system
- ❑ Oversees the implementation of IEPs by inclusion teachers and service-providers:
 - o Monitors the quality of paperwork in IEP folders:
 - o Ensures that IEP meetings annually or more often as needed
 - o Ensures that IEP accommodations and modifications are provided to students with IEPs during testing
 - o Ensures that parents are informed, engaged, and supported throughout the special education process

Collaborates with the Principal to provide support to the Student Support Team members

- ❑ Provides training to SST members in areas identified through observation (e.g., IEP goal-writing, using assessment to drive instruction, etc.)
- ❑ Coaches and develops student support staff:
- ❑ Ensures effective communication:
 - o Creates a system for team communication that facilitates best-practice sharing, problem-solving, and cohesion in student programming (e.g., regular team meetings)
 - o Shares information from ILT, School Parent Team and other committees with student support team staff
 - o Ensures the effective use of professional development plans:
 - o Oversees the development and implementation of staff professional development plans
 - o Holds regular PDP review meetings with individual team members
- ❑ Remains up-to-date in special education law and regulations, including NCLB, IDEIA, District of Columbia Chapter 30 law and policies, and OSSE Policies and Procedures.
- ❑ Ensures SJS success in both special education audits and compliance monitoring
- ❑ Prepares student data and completes all paperwork required by OSSE and DCPCSB within their timelines
- ❑ Assists with the preparation of materials to share with auditors and compliance reviewers regarding the special education program

Oversees the successful implementation of the English Language Learning Program

- ❑ Implements the overall vision of the ELL Program

SOCIAL JUSTICE SCHOOL

- ❑ Develops the appropriate infrastructures, systems and processes for implementation of the ELL Program with fidelity, ensuring that compliance standards, including instructional programs, are designed to maximize student learning
- ❑ Oversees all compliance and reporting measures to OSSE, including:
 - o Coordinating the identification and screening of potential students within the first two weeks of school, including coordinating with the Registrar to ensure all documents are available
 - o School-wide test coordination for ACCESS testing, including ordering and sending back materials, identifying administrators, creating schedules, and ensuring students receive the accommodations to which they are entitled
 - o Reporting all enrollment and ACCESS information to OSSE
 - o Preparing documents for Title III monitoring visits
- ❑ Observes and develops teachers regularly and providing feedback with coaching cycles
- ❑ Understands and provides training to all teachers on best practices for ELs, including the WIDA English Language Development Standards, Common Core State Standards and proficiency levels
- ❑ Provides feedback on ELL teacher scheduling, ensuring the needs of all learners are met
- ❑ Supports parents in understanding the ELL program and builds strong family-school community connections
- ❑ Creates ELL program tools, such as individualized plans and teacher resources, in order to ensure English proficiency for all students