

MAPLE RUN UNIFIED SCHOOL DISTRICT

Job Description

Job Title: Student Support Building Lead

Location: St. Albans Town Educational Center / St. Albans City School / BFA

Job Group: Professional Staff Master Agreement

Reports to: Principal & Co-Directors of Student Support and Special Education

Terms of Employment: 210 Days per year; Full-Time; Non-evaluative; Non-supervisory

Summary

The Student Support Building Lead bridges building-level implementation with district-level strategy to ensure equitable access to academic and social-emotional supports. As a non-caseload bearing teacher-leader, this role strengthens MTSS frameworks, ensures compliance integrity, and fosters instructional coherence through high-level systems oversight and cross-departmental collaboration.

Essential Duties and Responsibilities

Compliance & Alignment

- Support alignment of MTSS practices with state and federal requirements, including special education and Section 504
- Assist the Directors in ensuring compliance with applicable regulations and district policies
- Contribute to development and revision of district procedures related to student support systems
- Serve as the primary liaison between school leadership and Co-Directors to ensure vertical and horizontal alignment.

Program Evaluation & Strategic Support

- Monitor effectiveness of student support systems through data analysis and outcome measures

- Provide recommendations to the Director regarding system improvements, resource allocation, and program development
- Support complex case coordination

Instructional Coherence & Capacity Building

- Promote district-wide consistency in inclusive practices, and behavioral supports.
- Identify systemic instructional gaps and partner with leadership to prioritize professional development.

Supervisory Responsibilities: None.

Qualifications Requirements: To perform this job successfully, an individual must be able to multi - task and maintain a calm, professional demeanor. Excellent organizational and communication skills are required. A person for this position must have a team-oriented approach to problem-solving in order to be successful.

Education and/or Experience: Individuals should possess a BA/BS in Special Education or related field, preferably a Master's in Education or a related field and experience working in a PK-8 school setting.

Certificates, Licenses, Registrations: Special Educator license required, administrative endorsement preferred. Preferred Handle with Care trainer certification. Preferred LSCI – Life Space Crisis Intervention training.

Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, testing and assessment information and legal documents. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from individuals, and groups of staff, parents, and the general public.

Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts of fractions, percentages, ratios to practical situations.

Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to deal with several abstract and concrete variables.

Other Skills and Abilities: Ability to apply knowledge of current research and theory in specific field. A demonstrated ability to establish and maintain effective working relationships with students, staff and the community is essential. The ability to communicate clearly and concisely both in oral and written form is required. Ability to

perform duties with knowledge of all Supervisory Union requirements, Board of Education policies and applicable state and federal laws.

Physical Demands: The physical demands described here are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations as determined by the Supervisory Union may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and depth perception. Occasionally the position may require extended hours and require meeting multiple demands from others.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location. The work is performed primarily indoors; however occasional outdoor responsibilities are required.

Terms of Employment: 210 days per year

Evaluation: Annually

Date: April 16, 2026

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned.