



SECTION 1122
CATEGORY Administration
SUB-CATEGORY Assistant Superintendent for Special Services

QUALIFICATIONS:

1. New Jersey State Certification as a School Administrator.
2. Minimum of five years' experience as a teacher or Child Study team member preferred.
3. Minimum of three years' experience in an administrative/supervisory capacity.
4. Exceptional writing, oral, interpersonal, and analytical skills.
5. Knowledge of applicable laws, regulations and procedures.
6. Required criminal history check and proof of US citizenship or legal alien status.
7. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

REPORTING RESPONSIBILITIES

Assistant Superintendent for Special Services reports to the Superintendent of Schools.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Assistant Superintendent for Special Services shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart

JOB GOAL

The Assistant Superintendent of Special Services, in accordance with Board policy and New Jersey Statute and guided by the administrative rules of the Superintendent, administers programs and services for the district's students with disabilities, classified students attending nonpublic schools, and students with actual or potential learning disabilities or adjustment disorders.

The Assistant Superintendent of Special Services must have a repertoire of leadership and management competencies and must be able to draw selectively on those strengths and skills to meet the demands of specific situations. In particular, the Assistant Superintendent for Special Services must be able to apply competencies in the broad areas of nursing, mental health, special education, and human dynamics. The Assistant Superintendent of Special Services must be able to identify student deficiencies, coordinate a program to correct those deficiencies and evaluate improvement through the use of assessment instruments. In addition, the Assistant Superintendent for Special Services must be able to identify funding sources which would meet district needs and administer an efficient system of application and distribution of those funds.



TERMS OF EMPLOYMENT

Twelve-month individual contract. Eligible for Benefits. District-Wide and Central Office Non-Instructional Personnel.

PERSONAL EVALUATION

The Assist Superintendent for Special Services shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by the Superintendent of Schools at least once each year. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description.

PERFORMANCE RESPONSIBILITIES

A. Relationship with the Superintendent

1. Works with the Superintendent of Schools, keeping him or her informed on issues, strengths, and needs related to the instructional program.
2. Offers professional advice to the Superintendent of Schools on items requiring Board action with appropriate recommendations and supporting data based on thorough study and analysis.
3. Informs the Superintendent of Schools on the status of job-specific projects or actions.
4. Supports all official decisions on district matters by the Superintendent of Schools, once an official decision has been reached.

B. Educational Leadership

1. Implements the district's goals, objectives, policies and the state's goals and requirements.
2. Reviews programs in special education and guidance to insure their integration into the total school program.
3. Recommends to the Superintendent of Schools changes in policies and administrative rules relating to the implementation of the educational program in the school district.
4. Encourages research and creativity among district staff.

C. Budget Development and Financial Planning

1. Assists the Superintendent of Schools and Business Administrator in the preparation of the annual budget with accurate and complete information and analysis in the area of instructional services, supplies and equipment.
2. Evaluates financial needs and makes recommendations for adequate financing to accommodate short and long-range budget planning related to the instructional program.
3. In conjunction with program staff, principals, and supervisors, develops and oversees a budget plan consistent with the needs of the total district as well as provides clear instructions to the staff to ensure recommended budget appropriations are linked to specific program objectives and defined student outcomes.
4. Prepares, writes, and oversees state and federal program plans and budgets under such legislation as the Individuals with Disabilities Education Act, Vocational Education, and the Americans with Disabilities Act as appropriate.
5. Oversees the application for other possible grant funding to support district special education programs.
6. Oversees budget requisitions for purchase of approved budget items from the department.
7. Monitors approved budget orders for various accounts to ensure orders correspond with



approved appropriations.

8. Oversees all aspects of the implementation of Special Education Medicaid Initiative (SEMI).

D. General Staff Management

1. Accepts and carries out responsibilities for maintaining liaison between the Superintendent of Schools and instructional personnel.
2. Evaluates staff using an evaluation approach that identifies specific areas of strengths and needs. Recommends and plans with staff specific alternative approaches for improvement in performance, including an array of strategies consistent with effective counseling, consultation, and special instruction.
3. Coordinates the supervisory process (observation, evaluation, performance improvement plan) and schedule established by the Superintendent. Directs the efforts of the Supervisors of Special Education to formulate a comprehensive picture of yearly staff development that the Assistant Superintendent for Special Services communicates to the Assistant Superintendent for Personnel.
4. In cooperation with other district administrators, plans for the annual assignment of instructional personnel.
5. In conjunction with the district administrative staff, assists in the supervision and evaluation of teaching personnel.
6. Plans and administers procedures for the evaluation of all members of the instructional staff in the school district.
7. Organizes, directs, and supervises the district-wide subject area supervisors to provide a comprehensive program of curriculum development and evaluation.
8. Serves as a member of the Superintendent's administrative team for administrators' evaluations.

E. Curriculum Development and Implementation for Special Education Programs

1. Determines program objectives reflective of district goals.
2. Directs the program of child study team evaluations.
3. In conjunction with district/program staff, identifies student deficiencies and assesses student progress through the utilization and interpretation of district and state test data; and adjusts individual student instructional programs accordingly.
4. Provides input necessary for the development of master schedules.
5. Develops procedures and practices to foster the attainment of district and/or program curriculum objectives for exceptional students. Curriculum management practices such as directing the monitoring of teacher instructional strategies, reviewing samples of individual student performance maintained by the instructional staff, and coordination and dissemination of needed instructional tools should be emphasized.
6. In conjunction with the Assistant Superintendent for Curriculum and Instruction, evaluates the adequacy of the program's curriculum and devises ways to alleviate identified program needs.
7. In conjunction with the Superintendent of Schools, evaluates and implements procedures and practices to monitor the program.
8. Utilizes a variety of resources appropriate to the enhancement of the instructional efforts of the program.
9. Participates in the development and implementation of programs for parents that relate to meeting the educational needs of the participating students including parent advocate and advisory groups and the Community Life Skills Committee.

F. Program Administration and Management for Special Education Programs

1. Directs the work of the school psychologists, social workers, learning disabilities specialists, special education, resource room, supplemental teachers, speech and occupational therapists, and other support personnel as assigned.



2. In conjunction with building principals and maintenance supervisors, provides for efficient and effective use of the physical space and facilities for Special Services programs.
3. In conjunction with building principals, monitors discipline as well as attendance rules and regulations established for building operations consistent with state law and Board policy.
4. Maintains documentation of all program activities.
5. Communicates with central administration, supervisory personnel, and building principals to solve problems dealing with resources and personnel.
6. Functions as a resource person to the Superintendent of Schools, other Assistant Superintendents, principals, and supervisors in recommending solutions that contribute to successful academic, personal, and social experiences for district students.
7. Implements Board policy, district and state regulations, and collective bargaining agreements.
8. Supervises all Special Education Programs and related Special Services in the district.

G. Special Education Communication

1. Completes in an accurate and timely manner all required local, state, and federal reports.
2. Maintains communication with the state, county, and community organizations specializing in child welfare, mental health, protective, judicial, and support services.
3. Maintains communication with parent groups, industry, and businesses.
4. Trains and advises members of parent advocate and advisory groups and the Community Life Skills Committee. Assists in the preparation of agendas for parent meetings.
5. Disseminates information to staff, administration, and the community.
6. Consults with and serves as a liaison between Special Services programs and other district programs including guidance, general education, alternate education, compensatory education, vocational education, career education, family life education, physical education, and transportation department.
7. Provides news releases in cooperation with identified district personnel to inform the public of program successes.
8. Prepares clear and concise correspondence, reports, and agenda to meet staff needs.
9. Prepares reports and agenda resolutions for the Board of Education pertaining to District Special Services.

H. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the Superintendent of Schools.
3. Adheres to all district policies and regulations, including but not limited to:
 - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
 - b. Physical Examination – 3160
 - c. Substance Abuse – 3218
 - d. Electronic Communications between Teaching Staff Members and Students – 3283
 - e. Sexual Harassment – 3362

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



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.

Adopted: 2018 August 28