



SECTION 1304
CATEGORY Administration
SUB-CATEGORY Supervisor of Special Services – 12-Month

QUALIFICATIONS:

1. New Jersey certification as a Supervisor.
2. A minimum of three years teaching or Child Study Team experience.
3. Previous supervisory experience preferred.
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

The Supervisor of Special Services reports to the Assistant Superintendents and the Superintendent. He or she works in collaboration with the Director of Curriculum and Building Administrators.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Supervisor of Special Services is responsible for the supervision and evaluation of all designated personnel. This supervisory process will take place in conjunction the Superintendent, Assistant Superintendents, Director of Curriculum, and Building Administrators.

JOB GOAL

The Supervisor of Special Services, guided by Board of Education policy, the administrative rules of the Superintendent, the Assistant Superintendents, and the Director of Curriculum, is a specialist in a designated area or areas who provides leadership and administrative oversight within that or those areas. The Supervisor of Special Services must possess the skills necessary to identify and implement effective instruction and programs. He or she must be able to assist Child Study Team members, Related Services providers, and teachers in developing a variety of effective instructional strategies. The Supervisor of Special Services applies expertise in individualized education programs to decisions affecting each of the district's students with special needs. The Supervisor of Special Services will direct the development and evaluation of special education services and monitor the implementation of those services. The position may, depending on need, also require teaching and/or Child Study Team responsibilities.

TERMS OF EMPLOYMENT

Contract consistent with the agreement negotiated with the applicable bargaining unit.



PERSONAL EVALUATION

The Supervisor of Special Services shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by any of the following or combination of the following: the Director of Curriculum, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Personnel, Assistant Superintendent for Special Services, and the Superintendent 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. Financial Planning/Management

1. Maintains a current inventory of supplies, materials, and equipment. Completes the inventory annually by June 30th and submits a list of new capital equipment needs to the Business Administrator/Board Secretary.
2. Prepares and monitors the department's budget with teacher, department staff, building administrator, and central office input.
3. Prepares budget requisitions for purchase of approved budget items.
4. Monitors approved budget orders to ensure they correspond with approved appropriations.

B. Staff Development

1. Assists with the administration in the recruitment and selection of staff and reassignment of staff already employed in the district.
2. Provides input into the department observation schedule in cooperation with central office and building administrators.
3. Makes formal observations of department staff and prepares written observation and evaluation reports in accordance with the State of New Jersey Department of Education guidelines.
4. Guides staff regarding observations, goals, and summative evaluations.
5. On a scheduled basis, prepares, collects, reviews, and monitors lesson plans, materials, activities, Individual Educational Plans (IEPs), and any other documentation as needed and makes recommendations for growth and improvement.
6. In conjunction with the Assistant Superintendent of Special Services, the Assistant Superintendent of Curriculum and Instruction, and the Director of Curriculum develops comprehensive in-service programs and courses responsive to staff development needs. In-service needs are to be identified, in part, from findings of the appraisal process and program evaluation.
7. Develops schedules for professional development to include workshops and lectures by outside consultants as well as district staff, visits to schools within the district to see existing programs, and visits to schools outside the district to see exemplary programs not currently available within the district.
8. Works with staff members to complete program-related activities including, but not limited to, curriculum writing, program review, and the pilot process.
9. Circulates informational publications and informs department staff on the latest trends in the discipline as aspects of professional development.
10. Makes recommendations to the Assistant Superintendent for Special Services and building administrators relative to scheduling of department staff, teachers, and classes for preparation of the master schedule.



11. Analyzes department staffing patterns and makes recommendations for improvement to building administrators.

C. Curriculum Development and Implementation

1. Works collaboratively with other administrators in planning the curriculum in order to facilitate articulation of the programs.
2. Leads the district's program review cycle to audits curriculum, instruction, and assessment within the department and develop recommended modifications in cooperation with central office personnel and building administrators through the Office of Curriculum and Instruction.
3. Implements and evaluates important curriculum and pilot programs.
4. Develops a five-year plan for the department.
5. Cooperates in the design, writing, and coordination curriculum projects.
6. Coordinates the review, selection and distribution of department instructional materials, textbooks, and equipment.
7. Reviews lesson plans and records of department members at appropriate intervals to assure that the requirements of the curriculum are being delivered.

D. District/Building Management

1. Assists with a maintenance schedule of department equipment and/or materials and alerts the building administrators of needed repairs.
2. Establishes, monitors, and encourages teachers to conduct extra help sessions.
3. Assists as needed with the development and implementation of school safety plans for buildings connected to department.
4. Communicates and works with building and district administrators to solve problems dealing with resources and personnel, and in recommending solutions which contribute to successful academic, personal, and social experiences for district pupils.
5. Schedules and arranges programs for department and district-wide meetings.
6. Forms study groups and workshops that are directly related to the program used with the students.
7. Works with Curriculum, School Counseling, and Special Programs Department staff in a developmental and advisory capacity as well as helping with the in-service training of staff.
8. Implements Board policy, district and state regulations, and collective bargaining agreements.
9. Maintains documentation of all program activities.
10. Supervises and evaluates the work of special education teachers, speech, physical and occupational therapists, and other support personnel as assigned, in conjunction with the Assistant Superintendent for Special, the Office of Curriculum and Instruction, Human Resources, and building administrators.
11. Assigns and monitors child study teams in completion of non-public school evaluations.
12. Plays an active role in communicating and working with central office administrators as well as district and building administrators to solve problems.
13. Plans and coordinates placement of students in programs in and outside of the district.
14. Forms study groups and workshops that are directly related to special services as appropriate and in accordance with the district Professional Development Plan.
15. Implements Board policies/procedures, district and state regulations.
16. Coordinates extracurricular, recreational, and life skills activities for students as outlined in IEPs.
17. Serves as a liaison to the Transportation Department and Educational Services Commission.
18. Supervises support staff and any consultants relative to IEP preparation and departmental record keeping.



E. Communication

1. Organizes and attends meetings at the department, school, and district levels.
2. Maintains parental contact and monitors teacher/parent communication.
3. Works closely with building administrators regarding student scheduling.
4. Develops and implements a plan for the use of community personnel and/or activities to enhance the department instructional process and/or programs.
5. Disseminates and monitors the implementation of goals (Strategic, Board, District, Building, and Department).
6. Communicates to department staff administrative directives.
7. Compiles reports, data, and information as necessary.
8. Processes the first level of the grievance procedures.
9. Communicates department concerns to the administration.
10. Maintains communication with the building and central office administrators.
11. Prepares monthly and/or yearly reports regarding department programs, budgets, concerns, and supervision.
12. Completes in an accurate and timely manner all required local, state and federal reports.
13. Maintains communication with industry, businesses, and parent/guardian groups.
14. Disseminates information to district staff, administrators, and the community.
15. Develops internal procedures to respond effectively to parental suggestions and complaints.
16. Prepares clear and concise correspondence, reports, and agenda to meet staff needs.
17. Consults and maintains liaison between special services and other district programs including school counseling and special programs staff.
18. Prepares and submits press releases to designated individuals when appropriate.

F. Special Services Responsibilities

1. Remains alert to significant developments in education in special and general education.
2. Advises Special Services personnel in preparation of IEP goals and objectives, assessment of educational performance, and selection of instructional strategies and materials.
3. Supervises and coordinates the implementation of IEPs.
4. Stays current related to trends and practices in assistive technology.
5. Coordinates all aspects of the preparation for the Extended School Year program.
6. Supervises and monitors the Extended School Year Program.
7. Participates in monitoring proficiencies and requirements to meet state and district graduation requirements for students with special needs.
8. Coordinates district preparation of IEPs required for students with disabilities.
9. Designs and implements procedures for the evaluation and revision of special education services.
10. Assists in evaluating and interpreting results of standardized tests to discover individual strengths and weaknesses.

G. 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: 13 November 2018